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ABSTRACT

This report describes a 3-year project (1987-1990) implemented to assist migrant families and their children in transition to public school kindergarten and developmental kindergarten classes. The project served 30 children and 24 families in Ft. Pierce, Florida, approximately 75 percent of whom were Hispanic and 25 percent were Haitian. Goals included involvement of parents in the education of their children; establishing a cooperative relationship between the public schools, the parents, and Head Start center staff; and enabling parents to understand the transition process and its benefits for their children. Program evaluation revealed that sex, ethnic background, language proficiency, and expertise in the educational field are important considerations when hiring a tutor for this population. Parents were hesitant to participate in the home tutorials but gradually became more active as the staff persisted. Classroom observations during the second year of the project indicated that the program had successfully assisted Head Start children of migrant farmworkers in adjusting to public school kindergarten. Further research needs to address the issues of migrant student school attendance, retention, and passing to higher grades. The need exists for cultural sensitivity training for both parents and teachers. (LP)

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Transition of Migrant Head Start Students Into Public Schools

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Final Report

East Coast Migrant Head Start Project
1990

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TRANSITION OF MIGRANT HEAD START STUDENTS INTO PUBLIC SCHOOLS

FINAL REPORT

Written and Compiled
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Florida Branch

EAST COAST MIGRANT HEAD START PROJECT
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1990

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Conclusions and findings represented herein are those of the author and are not necessarily the views of the funding agency.

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Preface

It is with great pleasure that I share the results and findings of this grant "Transition of Migrant Head Start Children into the Public Schools" with you.

In the Spring of 1986, Dodie Livingston, then Commissioner of the Administration for Children, Youth and Families, Office of Human Development Services, Department of Health and Human Services announced the National Initiative on Transition from Preschool to Elementary School. This effort is part and fruit of that initiative.

Migrant families have always been very close to my heart. I have great respect for their chosen way of life and admiration for their courage in the face of harsh working and living conditions.

In my sixteen years of working with Migrant Head Start, I have come to recognize the powerful force that the migrant family unit represents and how it shapes the lives and destinies of all its members. This is why I am proud to have been involved in the development of a model to help parents become partners in the education of their children.

My hope is that these findings are seeds sown on fertile soil and that they grow to shade the path of present and future generations of migrant families and their children.

I would like to acknowledge the invaluable contribution of Patricia Poblete for the conceptualization, implementation and management of this grant.

Sr. Geraldine O'Brien
Executive Director

Acknowledgements

We acknowledge with deep gratitude the cooperation of the families and children who participated in this three year project. They, with characteristic openheartedness allowed us in their homes, candidly answered our questions and participated enthusiastically and responsibly in the home tutorials despite many setbacks, physical discomfort and their long hours of work in the fields.

We also acknowledge the cooperation of the St. Lucie Public Schools, their officials and teachers who accepted us in their classrooms for observations, visits and follow-up on the children.

For the sustained effort that kept this project alive and strong, we thank the staff of the East Coast Migrant Head Start Project Ft. Pierce Center and our tutors - truly dedicated professionals. To all, we express our appreciation.

The artists whose work is illustrated in these manuals are George Gil, age 4; Milo Homelien, age 5; Tamy Joseph, age 4; and Sandra Cruz, age 5.

INTRODUCTION

East Coast Migrant Head Start Project is a private non-profit corporation which has been funded by the Migrant Branch of the Administration of Children, Youth and Families since 1974 to provide continuity of Head Start services to the children of migrant farmworkers. At present, ECMHSP serves approximately 4,500 children annually through a service delivery system in eleven states. An administrative office is located in Arlington, Virginia with fifteen delegate agencies and the ECMHSP Florida Branch. Cooperation, coordination and integration is fostered through the organizational structure encompassing a Board of Directors, Parent Policy Council, Administrative Staff, Delegate Agencies, ECMHSP Florida Branch and a training and technical assistance support system.

East Coast Migrant Head Start services a multi-ethnic population composed of approximately 85% Hispanics, 8% Black American, 4.5% White Americans, 2% Haitians, and 0.5% Maya through an individualized developmentally appropriate program sensitive to the cultural and linguistic background of families and children.

The East Coast Migrant Head Start Florida Branch operates ten centers in nine counties in Florida with a daily enrollment of 610 children. In August 1987, East Coast Migrant Head Start project was awarded a Head Start Research and Demonstration Grant to develop and implement a pilot project to ease the transition of migrant Head Start students into Public School.

The site selected was the ECMHSP center at Ft.Pierce, St. Lucie County on the Atlantic Coast of Florida approximately 30 miles northeast of Lake Okeechobee. The population of Ft. Pierce increases by 25% during the months of November through early June when migrant farmworkers enter the area to harvest the citrus crop.

THE PROJECT

The project had three major goals:

To involve parents in the education of their children by having them work with a tutor during home tutorials.

To build a process to establish cooperation between the Public Schools, the parents and Head Start center staff.

To enable the parents to understand the process of transition into kindergarten, to use it, and to be advocates for their children.

The total population served comprised 30 children and 24 families approximately 75% of which were of Hispanic background and 25% of Haitian background reflecting the ethnic composition of the Ft. Pierce center. The transition of migrant Head Start students into the Public School raised several issues. These issues covered three main areas:

I. The identification, definition, and testing of a system of information between Head Start and the Public School sensitive to the parents' linguistic, educational and cultural background which would build linkages to benefit the child, Head Start and the school system without violating the organizational integrity of either system.

II. Starting from the premise that parent involvement is crucial to the education of the children two issues arose:

a. How to equip parents to understand the process of transition itself.

b. How to ease parents into the role of facilitator, supporter and reinforcer of the work of Head Start and the school.

III. To support the child before transition and during the first year of transition through home tutorials raised two issues:

a. How to structure the tutorial so that the content enhances the cognitive, linguistic, and social development of the child and

b. How to meet the needs of the parent as tutor.

Three areas of knowledge provided the theoretical background to tackle the issues raised above: first, child development; second, language acquisition, and third, literacy. Child development ensured that the skills and activities were appropriate for this age group and were presented in a sound educational sequence.

Second language acquisition ensured that the linguistic forms and functions in English conformed to the acquisition stages and linguistic proficiency of the children.

Literacy ensured that the tutorial materials were comprehensible to parents whose education was minimal and whose reading proficiency level in their native language, sometimes, verged on functional illiteracy.

The first tutorial materials were translated into Spanish and Creole for the convenience of the parents. Once they had become accustomed to the tutorials and the tutors, translation of the materials was not necessary. However, when at all possible, tutors were found who could speak the language of at least one of the parents. The language of instruction for all tutorials was English.

During the tutorials the participation of the mother or father was mandatory. Participation included observing the tutor, following the content of the unit, watching how their child performed different functions, listening to the explanation of the activity and the performance of the child by the tutor, usually in the parent's language, as he/she walked the child through the activity, and following up the tutorial with activities left by the tutor to be completed by the next week.

IMPLEMENTATION

This project started in December 1987 and ended in June 1990.

Activities Accomplished

First Year December 1987 to June 1988

1. Identification of families attending Ft.Pierce center who had children that would be transitioning into Public Schools.

2. Assessment of needs; identification of family unit and dominant language of parents; verification of address; division by geographical areas in the city.

3. Organization of a parent meeting with identified families to explain the transition project, obtain their cooperation through a signed contract of participation, and determine times and days of availability of parents for tutorials.

4. The signing of a contract was important to show the parent the seriousness of their obligation and was an indirect way to gauge if they were literate in their language.Contracts were written in English, Spanish and Creole. The meeting was conducted in all three languages.

5. Request in writing to the Superintendent of Schools of St. Lucie county for his support in this effort as well as to the Director of Federal Programs in the county.

6. Setting up a high level meeting with county school officials responsible for testing and enrollment to determine schedule of activities for the transitioning students.

These activities were:

Visit by Head Start teachers to nearest Public School Kindergarten and Developmental Kindergarten class.

Visit by transitioning children to a Developmental Kindergarten class with a meal at the cafeteria.

Second Year November 1988 to June 1989

Two different groups participated in the project during the second year. One group attending Kindergarten or Developmental Kindergarten in the Public Schools, and a second group attending pre-school in Head Start. The first group consisted of fifteen children, eight of whom received tutorials because they were to transition into Kindergarten. The second was originally composed of seventeen children of whom twelve came back to the area and received tutorials. This represented a loss of 29%.

Activities Accomplished

1. Identification of families attending Ft. Pierce center with children transitioning into Public School. Tracking down seventeen children who had enrolled in Kindergarten in May before leaving Florida. We found that tracking down these children was not easy. During the Summer of 1988, there was a severe drought in the states where the families traditional go in search of work. Because of this drought, the migration patterns were disrupted. Some migrant families arrived in Florida earlier but not to their traditional areas while others stayed longer "upstream." This meant that the families who normally would have been in Ft. Pierce in November were not there. Many of the transition Kindergarten children arrived in December. This had two major effects:

(a) Housing. Those families who lacked accommodation arranged beforehand had to move into temporary housing and effectively moved two or three times between December and June. If these families did not have children in our center, it was very difficult and time consuming to find them because they would not furnish the Public School with their real address. The reason for this is that, in some cases, they want their children to be dropped off at the babysitter's, in other cases, they want all their children to go to the same school, if at all possible so the children can take the same bus.

St. Lucie County's kindergarten classes are overflowing with children. One school may have as many as ten kindergarten classes with an average number of twenty-two children per class. To manage this growing population, the children are bused to different Primary Schools. The children we were tracking ended in five

different Primary Schools. Another factor determining the school the children will be sent to, is their score in their screening test at enrollment. Some migrant children score low in English, therefore qualifying for the Bilingual program which is only housed in two Primary Schools.

(b) Enrollment. The second effect that arriving late has is that because of the great number of children to be placed in Kindergarten there are no slots for the parents to choose from when they arrive. The question is then which school has slots for as many children in the family as possible. To accommodate the younger ones, the older ones have to change schools causing a disruption in their schooling. We saw one such case during the third year of this project. A child attending Grade One changed three schools three times between September and December to accommodate his little brother who was entering Developmental Kindergarten. Fortunately, the child in Grade One participated in the home tutorials and the tutor made sure to fill the gaps of content matter that the many changes had created.

2. Assessment of needs; identification of family unit; dominant language of parents; verification of address; division by geographical areas in the city.

3. Organization of a parent meeting with Head Start and non-Head Start families. Signing of contracts and setting up of possible schedules for home tutorials.

4. Request in writing to the Superintendent of Schools of St. Lucie County for permission to observe the newly transitioned children from the Ft. Pierce center.

5. Identification of all returning children with teacher's name class and grade. Not all children were enrolled in the same grade. Some children were enrolled in Developmental Kindergarten, some in Developmental Kindergarten with Bilingual Program and others in regular Kindergarten.

6. Individual interviews took place with the principals of all the Primary Schools

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7. Contacts with officials responsible for testing and enrolling the children were renewed and the same activities as in Year One were accomplished.

8. Advertising, interviewing and hiring of tutors.

> Most certainly the greatest barrier to the implementation of this project was finding and keeping tutors. We had found during the first year that a female especially one belonging to the same ethnic background of the parents obtained the best results. The turnover of tutors was frustrating because our most important goal was to set a pattern of activities both for parents and children. To change tutors was not conducive to fostering the atmosphere of familiarity and confidence that is so important for parents to feel if they are ever going to venture into the role of tutors and co-partners in the education of their children. The inability to retain and attract qualified and able tutors of the right sex, age and ethnic background, we consider to be our greatest weakness in delivering home tutorial services to all children.

9. Production of tutorial units.

The production of tutorial units could only be accomplished for the Head Start group. The aim of preparing units was twofold:

> First, we wanted the child to be familiar with the content. To achieve this we based our units on the Peabody material being covered as an activity in the pre-school room at Head Start. This worked very well during the First Year because all children were exposed to the same material.

The Second Year we found that the twelve children attending Primary School were at different stages within the same curriculum. Preparing one unit for all that group would not have helped them. We abandoned the idea of units in favor of homework and we sought advise from each individual children's teacher. This liaison work between Primary School, Head Start official, tutor and parents is important and strikes at the heart of the intent of this model. The input of each teacher allowed the tutor to individualize the progression of the acquisition of a particular skill that the child had either missed because of late arrival or absenteeism or was having a particular difficult time in acquiring.

The intensive work on an identified skill and the gradual mastery of it by the child allowed the parents to understand through exemplification the learning process in their children. This point arose often in the comments by parents. We who have been long years in the field of education are familiar with this progression and with the powerful sense of awe when we are fortunate to see the beaming face of a child when he or she finally succeeds. The parent-tutor, new at this game, was awestruck.

We said earlier that the production of units had a twofold aim. The second aim was to help the parents follow the tutorial and take over the follow-up activities. We found that parents whose children were in the Primary School responded to the demands of a homework activity with more interest. If the relationship with the tutor was close, they would ask her to teach them how to help with that activity. In this way, the goal of easing the parents' doubts as to their capability to help their children was partially accomplished. We say partially because the greatest barrier we faced in working with the parents was to demolish their perception of their abilities. We do not claim that we succeeded but we do claim that we found a process through which the barriers may be demolished.

An interesting point to make here is that if the parent had gone to school in Texas his/her preferred language to deal with school work was English. Spanish would be used for all other purposes. The parent at the greater disadvantage was the one who only

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The first concern was to set up tutorials as soon as possible. We were fortunate to retain the same tutor who had worked with us the year before. She undertook to contact the families she knew and to contact the teachers of each child. The value of having a person who was reliable and knew what to do was evident. She would not give up on a Haitian girl who had disappeared from the school roster who she knew was probably at home looking after a new born sibling. She drove up and down the neighborhoods where, it was more likely, the little girl lived. She asked her other Haitian students and finally after months of search she found her. Proudly, she added her to her roster and convinced the mother to send the child to school.

Another tutor was hired and worked three weeks. Unfortunately, her daughter had to undergo surgery in Miami and she could not continue with us.

In February, the families started moving out of Ft. Pierce. This affected both the Head Start students and the Public School students. Even if we had a tutor available, the families would not have been long enough there. By April most of the work had been exhausted in the immediate area and the families started their long trek North.

The upheaval that the freeze caused in the administration of this grant is a pointed illustration of how vulnerable is the life of the migrant family to circumstances beyond their control.

The program evaluation as in past years included interviews with parents, tutors, and center staff. We also discussed preliminary findings with Public School officials.

THE FINDINGS

In keeping with Head Start philosophy, we will discuss the findings in relation to the overall life of the child. We will first describe the "Culture of Migrancy" a term first used in the Pennsylvania Migrant Education publication, *The Effects of Migration on Children; An Ethnographic Study*, written by Diaz, Trotter and Rivera published in 1989. Next we will outline the characteristics of the migrant students in Florida followed by a description of the life of the migrant families in the Ft.Pierce area based on the parents own disclosures. We feel strongly that this background frame is important to understand the nuances of meaning in the findings as they apply to this particular population.

The Culture of Migrancy

The only reason for families to migrate is to find work. Farm work provides an opportunity for the whole family to work together. Parents expect children to work. Male children 14 years old must work. Females 7 years and older look after the children and household freeing the mother to work.

The instability of work makes migrants put work before any other consideration. If there is work, migrant families will be in the fields or packing houses twelve or sixteen hours a day.

Contrary to public belief, migrant families know beforehand where they are migrating. An efficient line of communication is established with crewleaders and growers which enable them to secure work.

The main consequence of migration is the isolation of the family from the main stream community. This is caused by several factors: camps are located far from downtown; the local community especially in rural areas sees migrants as transients. This means that in the mind of that community, migrants are not entitled to services or help; differences in culture and language severely limit communication and socialization with members of the larger community; the long hours of work do not leave many opportunities for socialization outside the immediate family group. Children are isolated in the camp, there is no transportation for them to attend extra-curricular activities at schools, no possibility of going to the library or to get a part time job at a downtown supermarket like other youngsters their age. The mobility radius of migrant families is twenty to thirty miles.

Another important effect of the migrant lifestyle is the self-sufficiency of the family unit. All family members have a task in the whole welfare of the family. Usually fathers move first especially if there are children attending school. The mother stays with the smaller children or the older children stay behind to finish school.

Migrant children do not have a good school attendance. Some of the reasons for this are that the children babysit the younger siblings. This task usually falls on the shoulders of females. Because the children speak better English than the parents, they run errands like going to pay the electricity bill, getting a check cashed, or serving as translators with doctors. Children may also have no clean clothes or shoes to wear to school. Sickness of a family member is also a common reason for absenteeism.

Migrant parents consistently say that they do not want their children to work in the fields as they do. The mother is the supporter of education. Migrants trust the school system to know what is best for their children. They do not see any need for participation. The base of knowledge for migrant families lies in their personal knowledge. Experiences are used to solve problems, to accept or reject a particular information conveyed, and to derive conclusions. A mismatch between new knowledge and their personal knowledge and experience produces difficulty in understanding.

What is lost in migration is the support network of the extended family and close group of friends and the fountain of collective knowledge that they embody. This loss influences the behavior of the father making him wield more power and authority than he would normally have in an extended family group. The mother and children are more vulnerable and defenseless to deal with the power and authority of the father than they would be if a social and family network were available. This imbalance of power is important when considering spouse and child abuse in the migrant family.

Characteristics of Migrant Students

Migrant students are markedly behind other students in both achievement and grade level by the time they reach third and fourth grade. They are typically older than their classmates. They are linguistically and culturally different and they have a limited experiential background. They are outsiders in the community and excluded from school activities. They have a high drop-out rate. In Florida, 1.6% of high school graduates are migrants. Sixty percent of migrant children drop-out of primary school and that is a conservative figure. One of the most powerful predictors for dropping out of school is being behind in grade level.

The median years of schooling for the general population of parents is 12.5 years. The median for migrant parents is 7.7 years. Over 70% of parents have not completed high school and 15% have not completed primary school.

The Migrant Family in the Ft. Pierce Area

For the migrant family to subsist, the mother must work. Farmworkers are picked up by a van at 4 o'clock in the morning and are returned at 7 o'clock in the evening. Many families work between thirty to one hundred and twenty miles

from Ft. Pierce where they live. An important consideration is if the grower allows private cars in the grove. If this is the case, a parent can stop work at the time he or she knows the children need to be picked up. When this is not possible, babysitters have to be used for drop-off and pick-up. This service alone costs $5.00 dollars per child per service. Babysitting costs run between $7.00 and $10.00 dollars the hour. Providing services to infants, toddlers and pre-schoolers as Migrant Head Start does, allows a family with several children close in age to have them in one institution. Pick-up and drop-off is made easier then. This was of particular concern to the mothers.

The greatest concern that the parents expressed regarding their children going to the Public School was busing. As explained elsewhere in this report, it is difficult for the Public Schools in St. Lucie and Ft. Pierce to keep up with the demand for slots in Primary School. This means that children belonging to the same family may attend two different Primary Schools while the older ones attend High School. Schools have different bus routes and times for pick-up and drop-off. In many cases children need to walk alone several blocks from and to their homes.

Home Tutorials

The home tutorial concept is not new and has been implemented with other populations. The implementation of this model with migrant families presented certain challenges which needed to be met and conquered. The following is a summary of what we learned.

The Tutor

The sex, ethnic background, language proficiency and expertise in the educational field with this age group are important considerations when hiring a tutor.

We found that male tutors arose the suspicion of husbands and left the mother open to be gossiped about among the neighbors. If the father could not be present at the tutorial then the mother needed to re-schedule or abandon the effort altogether.

Ethnic background is more important than language proficiency. Sharing the same or a similar background allows the tutor to know how to communicate with

the parents in socially appropriate ways without being a threat to their authority and with the right degree of deference and respect for the message to get across.

For example: In many instances, in both Haitian and Hispanic families, the male did not directly participate in the tutorial but kept himself within hearing distance. The female sat at the table with the tutor and the child. Her role being to see how the activities were done, to interact with the tutor and to ensure that the follow up activity was completed. The role of the father was to ensure correct behavior in the children or the child being tutored and to oversee the proceedings.

The goal of the tutor was to involve both parents, especially the father. It is the father who has the authority to veto or sanction a suggested course of action such as a trip to the library. The tutor needed to be tactful, respectful and yet firm to ensure that the father understood the necessity to do something or the advisability of an action, or to ensure that he understood the learning acquisition process so that he would not penalize the child for not being able to do something. For example, a father may become very frustrated when he sees his son not being able to identify the letters "b" and "d". He may hit the child or he may punish him. However, if the tutor explains that this is a common occurrence and that given time the child will be able to distinguish those two letters, the father ,with the assistance of the tutor, will help his son. We referred earlier to the base of knowledge of the migrant family being based on personal experience. What the tutor is doing is expanding that personal knowledge through participation in a real life experience. The more educational experiences the parents are given, the greater is their base of knowledge. This function of the intervention is crucial to our model.

It is not enough that the tutor knows how to teach children. The tutor needs to know how to intervene. Interestingly, linguistic proficiency is not a barrier to communication when the exchange refers to something concrete that is unfolding before the speakers' eyes. Many parents understand English but do not speak it. Similarly, some tutors understand Spanish or Creole but cannot speak it. As long as the tutor is proficient in reading the cultural mapping of the situation, communication takes care of itself.

The experience that the tutor has with this age group as well as the teaching method she uses influence not only the progress of the child but also the exemplification of teaching techniques for the parents. In other words, the tutor must

be or be trained to be a model for appropriate teaching practices. These practices need to be developmentally as well as pedagogically appropriate.

The greater the weakness in teaching techniques in the tutor thegreater amount of training and supervision she will need. Tutorials must be monitored and observed on a regular basis.

Parent Participation

The greatest barrier we encountered for parents to become partners in the education of their children was their belief that they had nothing to offer.

While we believe that our home tutorial model was successful yet we barely scratched the surface in changing the image that migrant parents have of their abilities when faced with formal education.

All parents started observing the tutor very carefully not venturing to ask any questions. First mothers and then fathers started to take an active role in the tutorial. This was especially true for families who had the same tutor for three consecutive seasons. The trust engendered in that relationship coupled with the obvious progress the children made in school allowed the parents to overcome their insecurities and self-doubts and start exploring the role of teachers.

At first, the tutorial was perceived as not important. Families would not be at home when the tutor was scheduled to be there. Parents would forget appointments. Slowly, the routine and persistence of the tutor and the home visits done by center staff started to change the attitude of parents.

An important component to support parent participation was the information obtained at school from the childrens' teachers and conveyed to the parents during tutorials. This liaison work was extremely helpful towards the end of the school year when teachers decide if children are going to pass or be retained. Of the twelve children who made up the first transitioning group, only one was promoted to Grade One. All the rest were found to be in need of an extra year in Transitional First Grade. While we do not dispute that decision, we were concerned that these children would be one year behind starting Grade One.

The Migrant Child and The Public School

During the second year of the grant, classroom observations of the migrant children were conducted. Observations usually lasted from nine to eleven thirty and covered ten classrooms, ten different teachers in four Primary Schools. The observations started late February and ended early May. Each child was observed a total of two and a half to three hours.

We wanted to observe the migrant children interact with the teacher,and with other members of the class. We also wanted to talk to the teachers and find out how we could best help the children through the tutorial and also while at Head Start.

We found that all teachers cared deeply for the welfare of the children under their care. They supported our tutorial efforts, shared their materials with us, prepared lists of what the children had skipped at the beginning of the year, or during long illnesses. We were able to explain why parents did not communicate with them, how their working hours hindered them from attending parent meetings and why a particular child was behaving in an uncharacteristic way.

We found that we had a wealth of knowledge and understanding about the migrant family and child that the Transitional Kindergarten teacher could not access. A way must be found to make this information known to the teachers who will be receiving Head Start children.

The observer became, unwittingly, a bridge that connected teacher, Head Start and parents. Through this means, many conflicts involving Head Start children were resolved in a manner that favored the child. Classroom observations yielded the following findings:

1. Children with pre-school experience and children with no pre-school experience.

   Head Start children knew how to manage their social space and the social space of others. For example, Head Start children would not invade the space of other children even when the total space was crowded. Children with no pre-school experience would invade other children's space. The results was that the child whose space was invaded would hit the invader, the invader then would

complain to the teacher. The teacher would ask who hit first and would penalize the child whose space had been invaded.

Another difference was the ability to work cooperatively with other children either at small tables in work groups or in activity centers. Children with no pre-school experience found themselves isolated and shunned by others.

2. Language

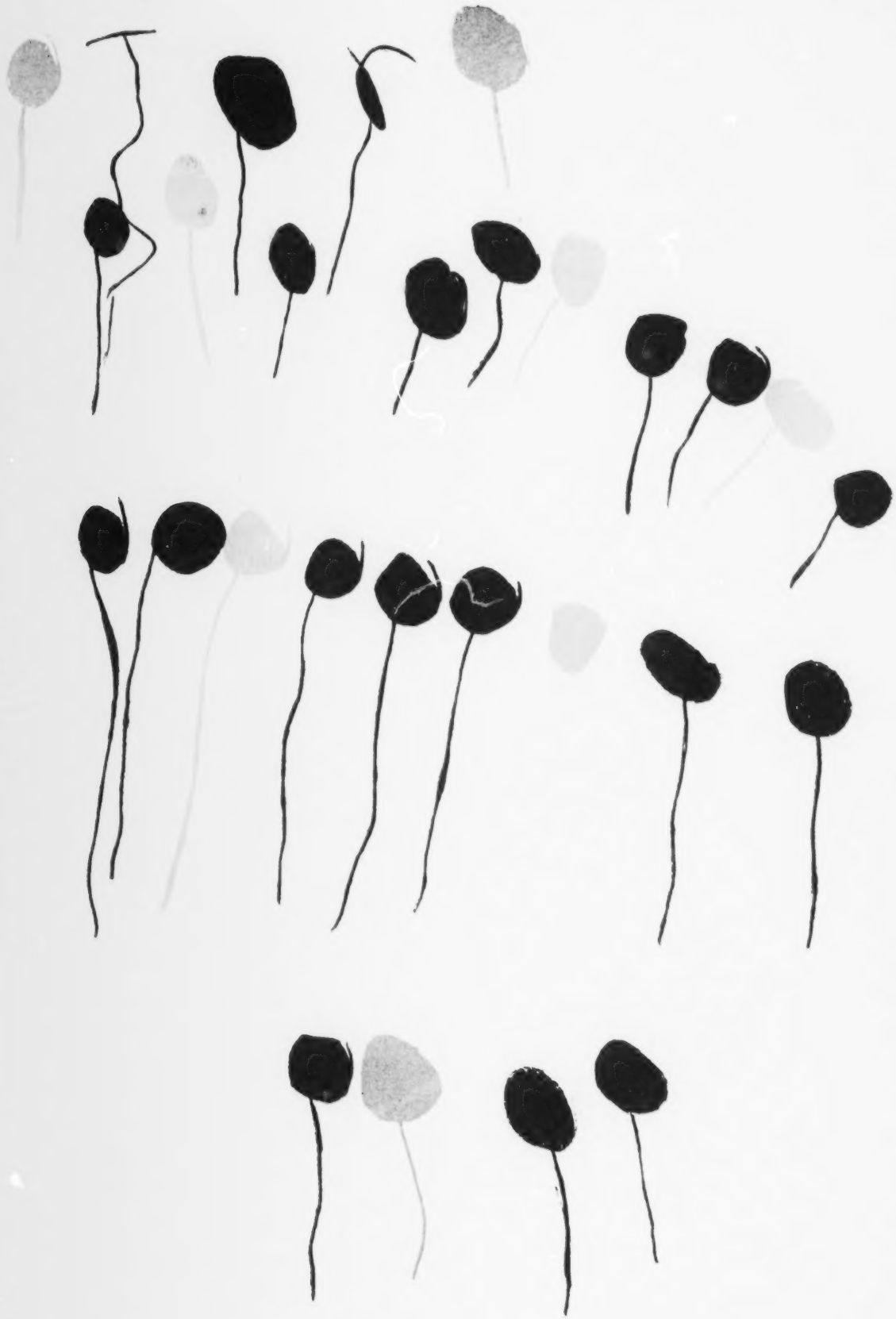
Language was found not to be a barrier in interacting with the teacher or with students. All the children observed spoke English as a Second language and did not speak English at home.

3. The bilingual program

The bilingual program afforded some children the opportunity to have a teacher in the room alongside their own teacher who they could speak to in their own language. The children used these occasions to allow themselves to smile, touch, tell personal anecdotes among themselves and with their bilingual aide. The aide used this opportunity to help the children with their work making sure that the child understood the task and that it was done correctly.

4. Participation in whole group activities

In order to analyze when and how migrant children have access to the teacher, we observed and recorded the teachers' questioning patterns during different activities. We found that teachers addressed questions to migrant children more often during math activities. Teachers addressed less questions to migrant children when expecting students to recall a story. No difference between migrant children and non-migrants children was observed during short question answer activities dealing with letter/sound recognition, calendar work or circle time.



There is no conscious or unconscious intent by the teachers to discriminate. The teachers want the children to participate successfully selecting questions and activities they anticipate the children will know.

An interesting observation made by one of the teachers was that it was difficult for her to read Hispanic and Haitian children's facial expression and non-verbal body language to determine when they were "with her" or when she had lost them.

We observed children's facial expressions and language behavior when listening to a story and we found that there were differences among the different ethnic groups in the groups. Examples of vocal responses observed are; Yeah! Aha! Hem!

Black American children were the more vocal and their faces were more mobile. White Americans were less vocal and their facial expressions were less marked. Haitian children had little facial expression and no vocal responses. Hispanic children had no facial expressions and used no vocal responses.

A possible explanation is that non-English speaking children have not been taught how to co-participate in an interaction and choose silence as their interactive behavior.

The absence of clues of involvement makes it more difficult for the teacher to gauge the ability of the children and their level of skills.

5. Classroom rules

For migrant children, as for any other children, to effectively participate in the classroom environment, they need to understand what is expected of them, and need to know which behavior is socially appropriate to fulfill that expectation.

Learning the rules and regulations of the classroom presents a special challenge for the migrant student. Rules are explained and established at the start of the school year. Migrant children arrive two months later and find that their classmates are already in a routine and know what behavior is expected of them.

Even though rules are reinforced throughout the year, not all rules are overtly expressed or stated and many are grounded on main stream cultural social conventions. It is in this area where children who have gone to pre-school and particularly to Head Start have an edge over children who have not gone to pre-school.It is also important to point out that different cultures have different social rules and some of these may clash with those of the teacher in school. In the Hispanic culture, for example, a child shows respect to a superior by lowering his or her eyes. Teachers may expect the child to sustain eye contact with them when they are speaking to the child.

6. Female and male participation

We observed that males engaged the teachers' attention more often than females. This was especially noticeable with the Hispanic children. Haitian boys broke rules more often and attracted the teachers' attention in that way.

Females, when given a choice, sat on the periphery of the group and did not volunteer participation very often.

Teachers engaged males more often than females in question/answer exchanges or in requests for volunteers.

The observations of migrant children in the classroom allowed us to identify specific areas where the tutor could help the student. These areas were: content, development of cognitive as well as social skills; teacher expectation of socially appropriate practices; and rules and regulations in the classroom.

FURTHER RESEARCH

There are several questions which we feel should be studied regarding the migrant population and school as an institution.

The first issue is attendance. It would be interesting to compare the attendance of non-migrant with migrant students in a specific location during a school year.

The second issue is retention and passing to a higher grade.

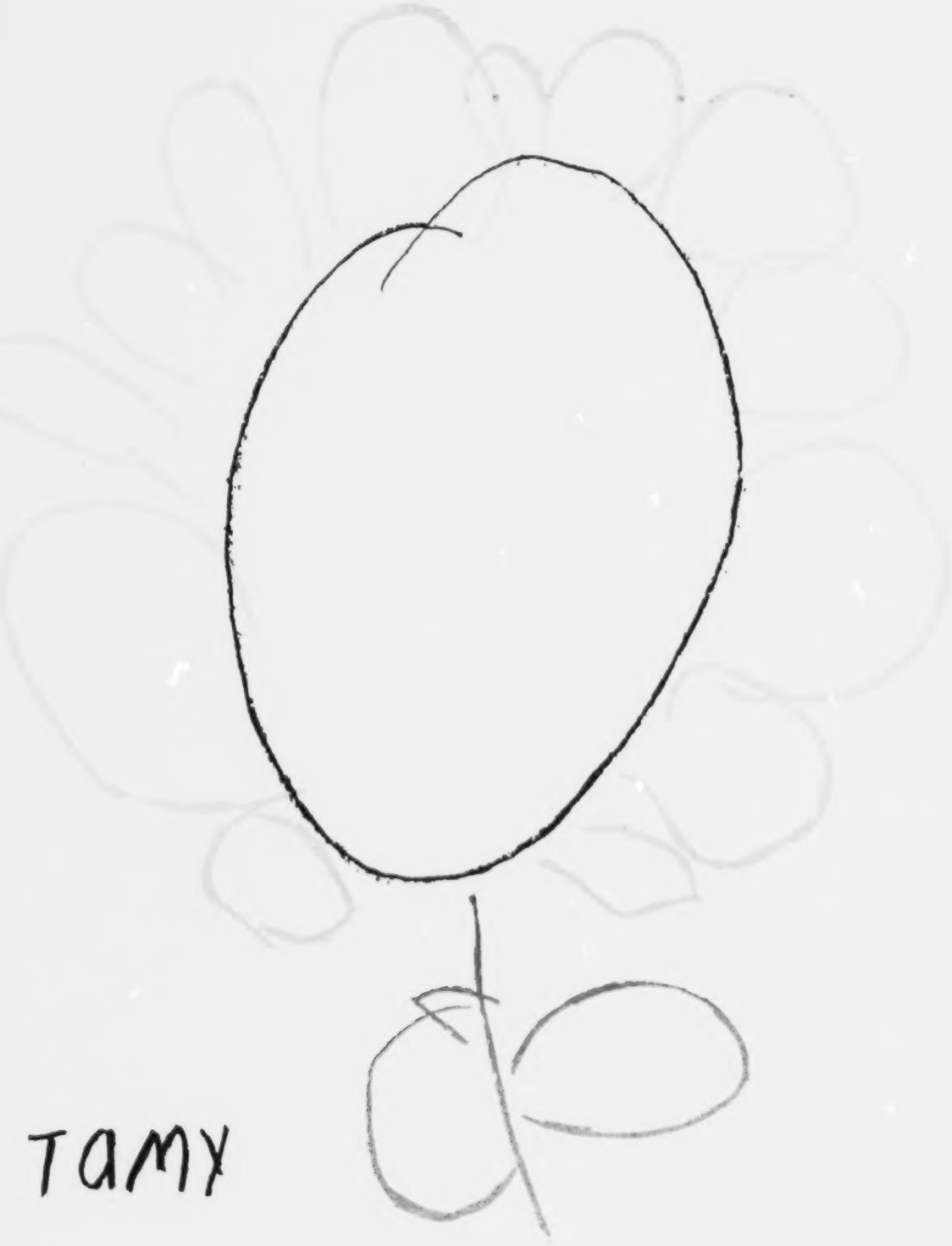
The tutors found that the older siblings of their students had been promoted with failures in English, social studies and math which had been converted into C by giving a B+ for effort. These students were in second and third grade. Are migrant students not being retained in the lower grades at a greater rate than other students?

The third issue addresses the question of cultural sensitivity training both for the parents of children entering the Public School for the first time and the teachers at the Public School. The cultures are not only the different ethnic culture but also the culture of the Public School System.

DISSEMINATION

The dissemination of the results and findings carried out by ECMHSP staff is as follows:

1. DHHS, ACYF, Head Start		
Presentation	Patricia Poblete	July 1988
Presentation	Sr. Geraldine O'Brien	October 1989
Deliverables		September 1990
2. DHHS, Office of Human Development Services		
Article to appear in "Children Today"		
25th Head Start Anniversary Edition		1990
3. Migrant Head Start Directors		
Deliverables		September 1990
4. Migrant Resource Center		
Deliverables		September 1990
5. ECMHSP Board		
Presentation		October 1989
ECMHSP Parent Policy Council		
Presentation		August 1990



TAMY

ECMHSP Delegate Agency
Presentation — August 1990
New York Senior Staff and Parent Policy Council
RCMA, Florida Senior — December 1990
Staff and Parent
Policy Council
ECMHSP Newsletter "Connect"
Article published — February 1989

6. Education Department Florida
Deliverables — September 1990

7. Migrant Education, Florida
Deliverable — September 1990

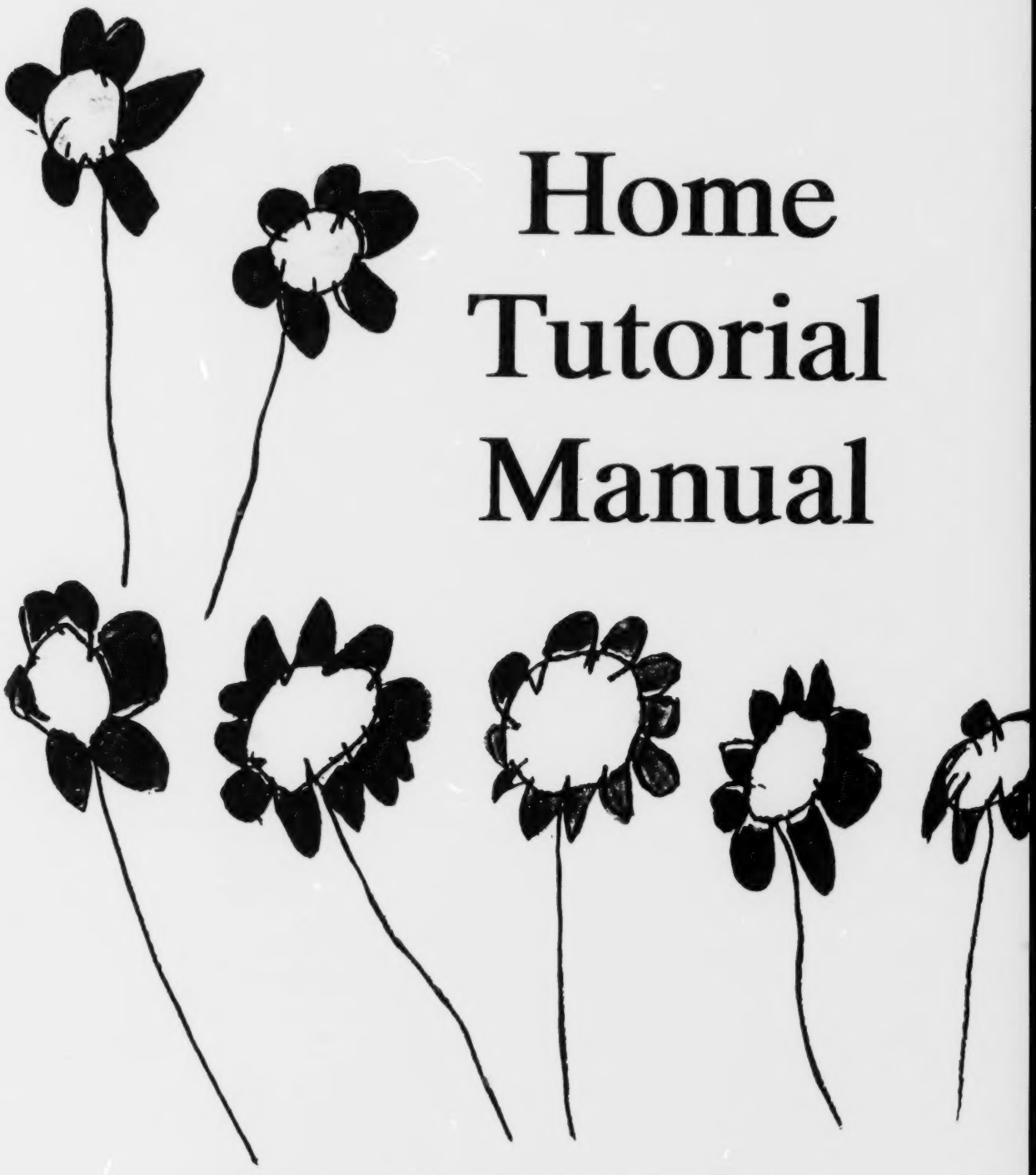
8. St. Lucie Public Schools
Deliverables — September 1990

9. Inter-Agency Pre-School Councils in 9 counties in Florida
Deliverables — September 1990

SUMMARY

This report has presented a description of the activities for the three years of this grant and of the findings. As part of the deliverables for the grant, we have prepared a Parent Manual translated into Spanish and Creole which contains information to help parents participate in the transition process with their children. The Parent Manual has a companion volume which explains how a home tutorial program can be implemented and administered. It is our sincere hope that the findings as well as the deliverables serve to uncover the needs of the migrant farm worker and identifies ways to meet the needs of his family and children.

Transition of Migrant Head Start Students Into Public Schools



Home Tutorial Manual

East Coast Migrant Head Start Project
1990

BEST COPY AVAILABLE

HOME TUTORIAL MANUAL

A GUIDE TO SET UP A HOME TUTORIAL PROGRAM
FOR STUDENTS TRANSITIONING FROM HEAD START
INTO THE PUBLIC SCHOOLS

Written and Compiled
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1990

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Preface

It is with great pleasure that I share the results and findings of this grant "Transition of Migrant Head Start Children into the Public Schools" with you.

In the Spring of 1986, Dodie Livingston, then Commissioner of the Administration for Children, Youth and Families, Office of Human Development Services, Department of Health and Human Services announced the National Initiative on Transition from Preschool to Elementary School. This effort is part and fruit of that initiative.

Migrant families have always been very close to my heart. I have great respect for their chosen way of life and admiration for their courage in the face of harsh working and living conditions.

In my sixteen years of working with Migrant Head Start, I have come to recognize the powerful force that the migrant family unit represents and how it shapes the lives and destinies of all its members. This is why I am proud to have been involved in the development of a model to help parents become partners in the education of their children.

My hope is that these findings are seeds sown on fertile soil and that they grow to shade the path of present and future generations of migrant families and their children.

I would like to acknowledge the invaluable contribution of Patricia Poblete for the conceptualization, implementation and management of this grant.

Sr. Geraldine O'Brien
Executive Director

Acknowledgements

We acknowledge with deep gratitude the cooperation of the families and children who participated in this three year project. They, with characteristic openheartedness allowed us in their homes, candidly answered our questions and participated enthusiastically and responsibly in the home tutorials despite many setbacks, physical discomfort and their long hours of work in the fields.

We also acknowledge the cooperation of the St. Lucie Public Schools, their officials and teachers who accepted us in their classrooms for observations, visits and follow-up on the children.

For the sustained effort that kept this project alive and strong, we thank the staff of the East Coast Migrant Head Start Project Ft. Pierce Center and our tutors - truly dedicated professionals. To all, we express our appreciation.

The artists whose work is illustrated in these manuals are George Gil, age 4; Milo Homelien, age 5; Tamy Joseph, age 4; and Sandra Cruz, age 5.

Blantonia

INTRODUCTION

East Coast Migrant Head Start Project is a private non-profit corporation which has been funded by the Migrant Branch of the Administration of Children, Youth and Families since 1974 to provide continuity of Head Start services to the children of migrant farmworkers. At present, ECMHSP serves approximately 4,500 children annually through a service delivery system in eleven states that utilizes an administrative office located in Arlington, Virginia, fifteen delegate agencies and the ECMHSP Florida Branch. Cooperation, coordination and integration is fostered through the organizational structure encompassing a Board of Directors, Parent Policy Council, Administrative Staff, Delegate Agencies, ECMHSP Florida Branch and a training and technical assistance support system.

East Coast Migrant Head Start services a multi-ethnic population composed of approximately 85% Hispanics, 8% Black American, 4.5% White Americans, 2% Haitians, and 0.5% Maya through an individualized developmentally appropriate program sensitive to the cultural and linguistic background of families and children.

The East Coast Migrant Head Start Florida Branch operates ten centers in nine counties in Florida with a daily enrollment of 610 children. In August 1987, East Coast Migrant Head Start project was awarded a Head Start Research and Demonstration Grant to develop and implement a pilot project to ease the transition of migrant Head Start students into Public School.

The site selected was the ECMHSP center at Ft.Pierce, St. Lucie County on the Atlantic Coast of Florida approximately 30 miles northeast of Lake Okeechobee. The population of Ft. Pierce increases by 25% during the months of November through early June when migrant farmworkers enter the area to harvest the citrus crop.

THE PROJECT

The project had three major goals:

To involve parents in the education of their children by having them work with a tutor during home tutorials.

To build a process to establish cooperation between the Public Schools, the parents and Head Start center staff.

To enable the parents to understand the process of transition into kindergarten, to use it, and to be advocates for their children.

The total population served comprised 30 children and 24 families approximately 75% of which were of Hispanic background and 25% of Haitian background reflecting the ethnic composition of the Ft. Pierce center. The transition of migrant Head Start students into the Public School raised several issues. These issues covered three main areas:

I. The identification, definition, and testing of a system of information between Head Start and the Public School sensitive to the parents' linguistic, educational and cultural background which would build linkages to benefit the child, Head Start and the school system without violating the organizational integrity of either system.

II. Starting from the premise that parent involvement is crucial to the education of the children two issues arose:

a. How to equip parents to understand the process of transition itself.

b. How to ease parents into the role of facilitator, supporter and reinforcer of the work of Head Start and the school.

III. To support the child before transition and during the first year of transition through home tutorials raised two issues:

a. How to structure the tutorial so that the content enhances the cognitive, linguistic, and social development of the child and

b. How to meet the needs of the parent as tutor.

Three areas of knowledge provided the theoretical background to tackle the issues raised above: first, child development; second, language acquisition, and third, literacy. Child development ensured that the skills and activities were appropriate for this age group and were presented in a sound educational sequence.

Second language acquisition ensured that the linguistic forms and functions in English conformed to the acquisition stages and linguistic proficiency of the children.

Literacy ensured that the tutorial materials were comprehensible to parents whose education was minimal and whose reading proficiency level in their native language, sometimes, verged on functional illiteracy.

The first tutorial materials were translated into Spanish and Creole for the convenience of the parents. Once they had become accustomed to the tutorials and the tutors, translation of the materials was not necessary. However, when at all possible, tutors were found who could speak the language of at least one of the parents. The language of instruction for all tutorials was English.

During the tutorials the participation of the mother or father was mandatory. Participation included observing the tutor, following the content of the unit, watching how their child performed different functions, listening to the explanation of the activity and the performance of the child by the tutor, usually in the parent's language, as he/she walked the child through the activity, and following up the tutorial with activities left by the tutor to be completed by the next week.

PERSONNEL AND AREAS OF EXPERTISE

This section will list the staff needed to implement and manage a home tutorial program and the expertise needed. The assumptions that underlie this manual are: (1) The population is multiethnic and speaks English as a Second Language.

(2) The children attend a Head Start Daycare Center and will be transitioning into Kindergarten. (3) The Center has a Director, an Education Coordinator, and a Social Service Parent Involvement Coordinator.

1. PROJECT COORDINATOR OR DIRECTOR

Main function is to make sure that everything that needs to be done is being done on a timely manner.

2. CENTER DIRECTOR

Main function is to oversee the functioning of the tutorials.

(a) To complete the paper work when hiring tutors.

(b) To collect time sheet and travel voucher if mileage is being reimbursed. Also to collect parent sign-in sheets.

(c) To process request by tutor for all materials necessary for the tutorials.

(d) To provide the tutor with sign-in sheets for parents. These forms document the tutor's work, the content of the tutorial and the presence of the mother or father of the child. It also documents if the family was not at home when the tutor was scheduled to be there.

(e) To release the Social Service Coordinator for home visits, interpretation with parents, translation of documents, and any other work relating to Transition involving parents that needs to be done.

(f) To monitor tutorials by observing the tutor at work and talking with the parents about their impressions.

3. THE EDUCATION COORDINATOR

The main function is to ensure that the transitioning children are

getting developmentally appropriate activities in the classroom to help them be prepared for kindergarten.Another major responsibility is to organize for the children and staff to visit the closest or friendliest Primary School before September.

4. THE SOCIAL SERVICE/PARENT INVOLVEMENT COORDINATOR

The major function is to be in contact with the families and appraise the tutor of any change which would affect the tutorial such as: change of address, sickness in the family, family violence, problem with the law, the family leaving the area. Other support functions are:

(a) To make appointments to enroll the children in the Public School before they leave the area provided that the child will attend Kindergarten at that location.

(b) To help the parents with the necessary documentation for enrollment.

(c) To interpret for the parents or to coordinate the services of an interpreter.

(d) To contact the Principal of the main Public Schools that the children will be attending to obtain his/her permission to observe bilingual programs, regular Kindergarten classes. This is important for the Social Service Coordinator to convey information regarding the Primary School to the parents.

(e) To contact Migrant Education and their recruitment officer to work together in following up the migrant families as they come back into the area. In many cases this contact will have occured already.

5. THE TUTOR

The main responsibility of the tutor is the home tutorials.This involves the following:

(a) Prepare materials for the tutorial or use material provided

(b) Set appointments with the family for the tutorials.

(c) Arrive on time or contact the family if the time needs to be changed.

(d) Fill in the sign-in sheet and ensure that parent signs.

(e) Turn in time sheet and travel vouchers on time.

(f) Report to the Director immediately if there is any change in the family circumstances.

EXPERTISE NEEDED

(a) Development of materials for tutorials and training of tutors. At the beginning it will be necessary to train the tutor not only on how to teach the children but, more importantly how to communicate with the parents. The tutor will need to understand the goal of the tutorial thoroughly.

(b) Knowledge of how children acquire a second language and what are the particular problems that the ethnic population served will encounter because of their mother tongue.

(c) Selection of activities for the Head Start classroom that will support the tutorials.

(d) Knowledge and experience in intervention programs which penetrate into the homes of families.

(e) Experience in working with the Education Department.In some communities, it is not easy to obtain the collaboration of the Education Department if it involves observation of children and teachers. Yet it is crucial that observations take place.

CHRONOLOGY OF ACTIVITIES

YEAR ONE

Assumption. We assume that the children are attending a Head Start Center.

1. Identification of families attending the center who have children transitioning into the Public Schools.

2. Family needs assessment to include:

Identification of family unit: Important because there may be other siblings attending Primary School. Effort should be made to enroll the younger one in the same school as the older one.

Dominant language of father and mother: In some cases, the mother may speak a different language than the father. Also, as in the Maya population, Spanish may be a second language and though it may be used at home, the mother or father may not know how to read it.

Verification of address: This is easier if the families are Head Start families since they would have no reason to give misleading information. This may not be the same case with information provided to the Public School.

Division by geographical areas in the city: This is necessary to organize the work of the tutor. Especially if there are many families and more than one tutor. A tutor should be given families who live near each other to maximize the use of the tutor time and to make it easier on him or her.

3. Organization of a parent meeting with the parents of transitioning children to do the following:

To explain what the transition home tutorial program is all about. To explain the parents' participation and obtain their cooperation and partici pation. To set up possible days and hours for tutorials. To sign the contract of participation translated into necessary languages. The contract is important because it is an indirect way to gauge the parents literacy skills. This information would be placed in the needs assessment and would be relayed to the tutor.

4. Contact and coordination with the County Public Schools:

To write a letter to the Superintendent of Schools explaining what Head Start wanted to do, why and how and requesting his cooperation.

To write a letter to the Director of Federal Programs and/or Director of Migrant Education describing the Transition effort and requesting their cooperation.

To set up a high level meeting with the Principals or their representative of the Public Schools in the area, educational testing services, Migrant Education recruiter and center staff to discuss the following lines of cooperation:

Visit by Head Start staff to the Primary School.
Visit by the Primary School staff to Head Start.
Visit by transitioning children to one Public School during an open day, for example.
Invitation to Head Start parents to attend a parent orientation night for new parent.
Permission to use Head Start interpreter for the parents.
Agreement to test and enroll children before the children leave the area if this is pertinent to the families

5. Advertising, interviewing and hiring of tutor.

6. Training of the tutor.

7. Production of units to conform to the following criteria: Content linguistically and developmentally appropriate for age group. Content easy enough to entice parents to participate. Construction of unit has to allow for tutor free time for him/her to explain to the parent what the child is doing. Follow-up activities to be targeted to the tutorial ability of the parent.

8. Reporting. Preparation of quarterly reports to include a narrative and a financial statement and documentation of in-kind or match funds.

9. Program monitor. Monitoring of the tutorials. Monitoring of the comfort level of the parents.

10. Program evaluation. Interviewing of parents, Center staff, and tutor.

YEAR TWO

All the activities developed in Year One are valid for Year Two with the addition of the following:

1. Tracking of children who are entering Kindergarten.

   This is not as easy to do as for Head Start children.The cooperation of the Public Schools is essential because all children appear on a computerized list which identifies if they are in the county and in what school. There may be two problems. The last name of the child may be misspelled. If that is the case that child may never be found through this means. The address may be false or may correspond to a babysitter.

2. Contacting the Primary Schools the children attend.

   Meeting with the Principal.
   Obtaining permission to observe.
   Setting up an observation schedule with all teachers involved.
   Sharing the observations and information obtained from the teachers with the tutor and parents.

3. Tutorials. A greater coordination is needed between the primary School teacher and the tutor. It is possible to set up a direct communication channel between tutor and teacher or the communication may be managed by a go-between. Whoever does the observations is in an ideal position to do this. The number of tutors may need to increase. This increases the hours for observation, training and monitoring.

> Greater attention needs to be given to the units that the tutors are using to ensure that they are "parent-friendly." It is very easy to prepare teaching materials for children. It is more complicated when parent needs are to be considered.
>
> The greatest value of this model is seen in the progress that the migrant children make with the help of the tutorial, in the unfolding of the parent in his/her role as tutor, and in the information obtained from observing the children in the primary School. If a Head Start team is able to put all this together, I believe a great service is being provided to children and parents whether migrants or non-migrants.

THE PARENT MANUAL

If we want the parents to begin to understand part of the process the child goes through when he/she transitions from Head Start into the Public School, it is important to write a manual for parents. The manual which was developed for the Transition Grant was written to highlight some of the findings obtained through the observation of children in the Public Schools. We will elaborate upon some of them. (A copy of the Parent Manual is found in the Addenda.)

PART 1 IS KINDERGARTEN DIFFERENT FROM HEAD START?

1. Teacher expectations. We found that the teachers expect the children to hold their attention on their work until it is finished or until it is time to put it away. Attention span is something parents can understand and they can be trained to help their children develop.

PART 4 WHAT CAN YOU DO TO HELP YOUR CHILD?

1. Parent-child Communication. The parents can be convinced that talking to their children about school will make a difference and can be trained to do it.

2. A Script to Talk to Teacher. Many parents do not know how to start talking. A script like this one helps them by giving them a starting point. More scripts can be done for other situations.

3. Coloring Books and Crayons. The list of activities for the coloring session between parents and children was selected for its simplicity and also because it introduces the parents to their new role of teachers. That progression should be shown to the parents with real children so they can see individual differences and try their hand at doing it. This is also a training activity for the parents.

4. Ensuring Steady Attendance. We found that many families would take the children out of school for a trip to Texas or Mexico to see the family. Parents can be made to realize why this is not helpful to the children.

5. Rules and Responsibilities at Home. In our interviews with parents we found that some parents had not stipulated rules at home. This may run counter to some cultures but it is important to pursue since the classroom is governed by rules strictly enforced and not always overtly stipulated.

SUMMARY

This guide was designed to help set up a home tutorial program. We included what, in our experience, needs to be done. It is our hope that it is useful. The Transition of Migrant Head Start Students to the Public Schools produced three deliverables. This guide is one of them and is a companion to the Parent Manual which was translated into Spanish and Creole. The Final Report includes a complete discussion of findings. The addenda to this document contains a sample of a tutorial unit and a complete parent Manual in English.

ADDENDA

Tutorial Unit
Sample

TUTORIAL UNIT

Tutor greets/ is greeting parents.

Tutor greets children.

Sit at a table, in a corner, on the couch.

How are you today? (Tutor)

Very well, thank you. (Child)
(Same for all children present.)

Tutor request child to ask her (eye contact, smile)
"How are you, Ms. Romene?"
Tutor answers:
"Very well, thank you, Pierre."

(Any questions about family)
Child answers

We are going to start the lesson now.

Tr: Shows tone block and stick.
Do you remember what these are called?

Ch. answers: It's a tone block.
or silence: I'm sorry. I don't remember Ms. Romene.

Tr: That's ok.
This is a tone block and this is a stick.

Tr: Repeat (Michelle)

Ch: Repeats.

Tr: Produces sound.

T. says: Listen to the sound it makes.

Tr: Gives sound block and stick to child.
Now you do it.

Materials: Child needs to have brown paper Mr. Pazoo.

Tr: Michelle, show me your Mr. Pazoo.

Ch: (Will pass her Mr. Pazoo.)
Here is my Mr. Pazoo, Ms. Romene.

Tr: Thank you.
Looks at puppet and says:
It has a nose and two eyes and a mouth.

Do you have a nose?

Ch: (Shows and giggles.)

Tr: Yes, I see.

Tr: Do you have two eyes?

Ch: (Shows)

Tr: And do you have a mouth?

Ch: (Shows)

Tr: I see.

Materials: Drawing papers and thick crayons.

Tr: Let's make a face.
Do you know how to make a face?

Ch: Yes.

Tr: Show me.

Tr: (Passes the paper and crayon to child.)

Ch: Thank you, Ms. Romene.

Tr: And start making the face.

(Trainer turns to parent and talks in their native language.)

Ch: (Finishes. Mira.)

Tr: That's very nice and he has a nose
and he has two eyes and a mouth.

Follow-up Activity

For Parents to do with children.

Instructions -

Ask your child to draw a picture of his little brother.
Give child paper and crayon.

Ask him to show and name a nose, two eyes, a mouth.

Ask your child to show their nose, two eyes, mouth while you are giving him a bath, brushing his teeth, combing his hair, dressing.

PRIMERA LECCIÓN

T: (Saluda al padre y a los niños)
¿Como estan ustedes?

A: Muy bien gracias.

T: (El tutor le pide al niño que repita)
¿Como esta usted Sra. Romene?

A: Repite.

T: Muy bien gracias, (nombre del niño)

T: (Hace preguntas acerca de la familia)

A: (Contesta)

T: Ahora vamos a comenzar nuestra lección.

T: (Muestra el bloque que produce un tono musical y un palo)
¿Te recuerdas come se llaman estos?

A: Si, es un bloque.

T: Tienes razón.
Este es el bloque y este es el palo
Repite, por favor.

A: (Repite)

T: (Hace sonar el bloque)
(Nombre del niño) escucha como suena
Ahora hazlo tu.

T: (Nombre del niño) muestrame al Sr. Pazoo.

A: Aqui lo tiene Sra. Romene.

T: Gracias (La tutora lo mira)
Tiene una nariz, dos ojos y una boca.
¿Tienes tu una nariz?

A: (Niño muestra su nariz)

T: Si, ya la veo.
¿Tienes tu dos ojos?

A: Muestra.

T: ¿Ya veo, y tienes una boca?

A: Muestra.

T: Ah! Si, ya la veo.

T: Vamos a dibujar una cara. ¿Sabes como hacerla?

A: Si, si se.

T: Muestrame como la haces.

(El tutor le pasa al niño papel y lapices)

A: Gracias Sra. Romene

(El tutor conversa con el padre o madre mientras el niño dibuja)

A: Ya terminé, Sra. Romene.

T: Muy bonita. Tiene una nariz, dos ojos y una boca.

ACTIVIDADES PARA QUE LOS PADRES HAGAN CON SUS HIJOS

INSTRUCCIONES: Pidale a su niño(a) que haga un dibujo de su hermanito(a)

Dele al niño(a) papel y lapices.

Cuando el dibujo este listo, pidale al niño que muestre y nombre: nariz, dos ojos, boca.

INSTRUCCIONES: Mientras used ayuda a su niño(a) a peinarre, o le da un baño, digale que le muestre la nariz, los dos ojos y la boca.

FELISITASYON

T: Feliste Paren.
Felicite ti moun n yo.
Chita sou yon tab ou nan yon koin ou sou yon kanape.
Koumen nou ye Jodia?

EL: Tre bien merci. Min m pou tout ti moun n.

T: Mande ti moun n man poul mande ou koumen ou ye.

EL: Koumen ou ye Miss Romene. Ge nan ge.

T: Souri di tre bien merci.
Mende kession a propo Fammi yo.
Nou pral koumense lesson an kounie a.
Moutre ti pilon an ak ti baton an.
Eske ou songe koumen sa yo rele?

EL: Se yon ti pilon ak yon ti baton.
Gade silons, moin regret Miss Romene moin pa songe.
Oke sa se yon ti pilon, sa se yon ti baton.
Repete (Michel)
Repete sa se yon ti pilon, sa se yon ti baton.

T: Fe yon son avek yo frape yo ansan m (di) koute son yo fe.
Ba eleve la ti pilon an avek ti baton an.

EL: Fe li aussi.

MATE FIEL

EL: Besouin yon pope papie maron.

T: Michel, moutre m mer pazoo pa ou la.

EL: Min Mr. Pazoo m lan Miss. Romene.

T: Merci (Michel)
Pren pope a et di li gin yon nin 2 Ge et yon bouche.
Eske ou gin? 2 ge? Yon bouche?

EL: Moutre nin 1, 2 ge 1, bouche li.

T: Oh! Mouin aue yo.

TRACE

Materiels pou trace

Papie avek kreyon

T: An nou trace yon figi.
Eske ou kon trace figi.

EL: Oui moin ka fe li.

T: Bali papie avek kreyon moutrem.

EL: Merci Miss Romene.
Koumanse trace figi la.

T: Pale avek paren yo nan lang manman yo.

EL: Min ni.

T: Ala bel, li gin yon nin, li gin 2 ge, li gin yon bouch.

SA POU PAREN FE

Suivant activite nan live pou paren fe avek eleve la.

P: Mande pitit ou a poul trace foto ti fre li a.

T: Bay papie ak kreyon pou ti moun nan.

P: Pandan ovap fe loilet ti moun ou yo mande yo pou yo moutre e cite non.
Nin yo 2 ge yo bouche yo.
Pandan ovap pingnin yo pandan oup mete rad su yo pandan ovap brosse bouche yo.

Suivant aktivite pou lot sinmin n kolage pou 3 lot pate nan ko a.

T: Chire foto avek main.
Activite pou paren.

P: Poufe min m bagai min se foto animal.

Parent Manual

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* Children eat in a cafeteria with many more children
* The teacher expects the children to:

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Do the work in silence.
Begin and finish work.
Pay attention to the work from beginning to end.
Put things away and clean the place where they work.
Look after their things like crayons and pencils.
Learn to write their name using capital and small letters.
Count in English.
Wear clean clothes and wash their bodies every day.

Part 2

What do your children have to do to face these differences?

Your children, like you, have to learn to **work with many different children**. Some of these children may never have gone to school before. Some may speak only English or Creole.

Your children have to **learn how the teacher expects things to be done** in the classroom. When they can speak, to whom and in what language.

Your children have to learn **where their classroom is** in that big school.

Your children have to learn **not to miss the bus** in the morning.

Your children must **learn the rules** so they do not get into trouble. For that, they must understand English.

Your children must learn to **look at the teacher in the eyes** when she speaks to them.

Part 3

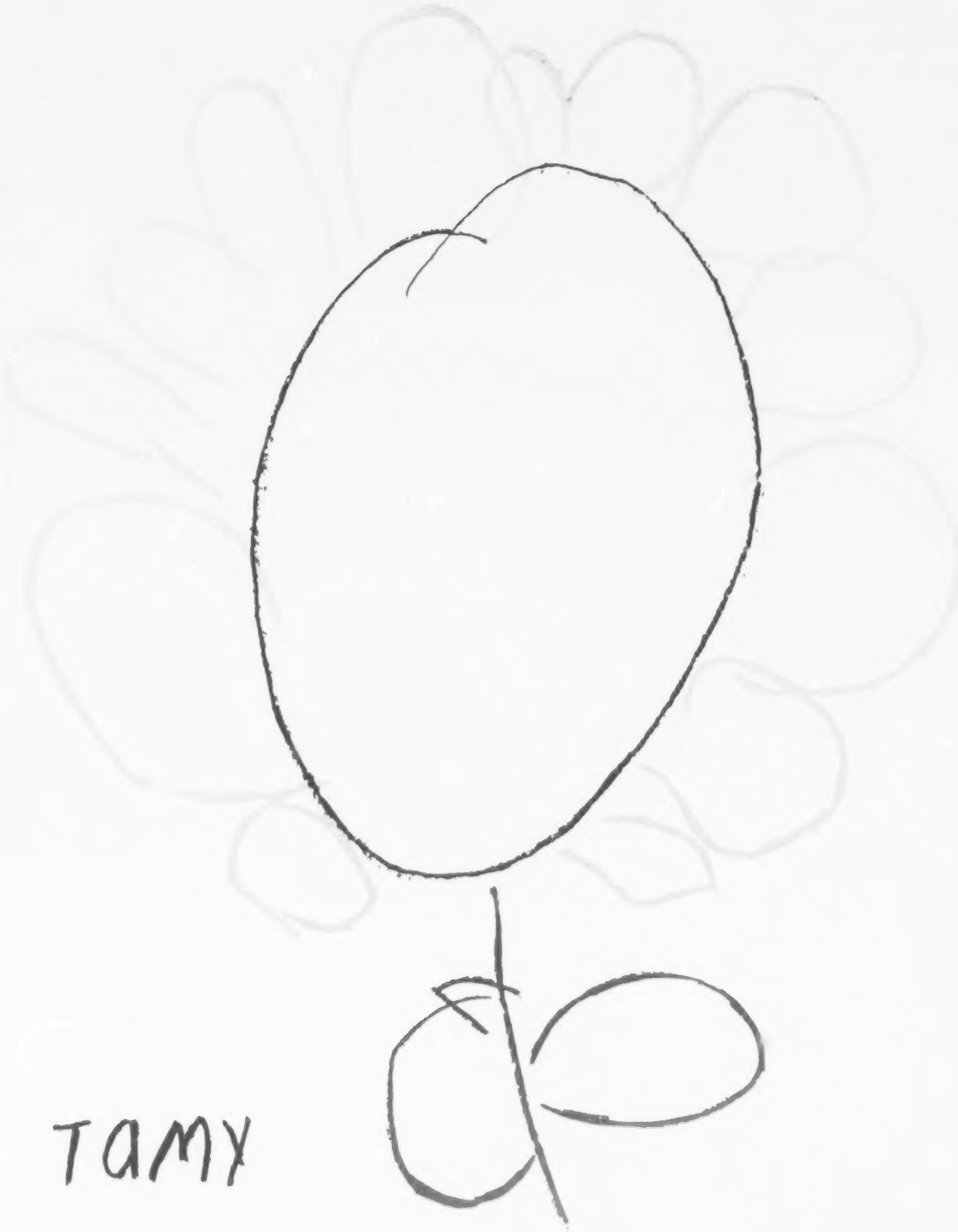
Is the transition from Head Start to Primary School more difficult for migrant children?

It is more difficult because your children **start the school year late**. When your children arrive, all the other children are more familiar with the school rules, where to go and what to do. All the other children know each other.

Your children have to get to know the teacher and trust her and more importantly yet, the teacher needs to know the ability and knowledge of your children.

Because of your work, you and your family may move to different places in a season. This means that your children change bus routes or may even change schools.

Your children may not speak English at home. In school, teachers only speak English.



TAMY

Your children may miss school because you decided to take them to visit your family during the school year.

Part 4

What can you do to help your children?

Know that it is not easy for the child.

Think how you feel when you start working for a new boss in a new town where you do not know anybody and you need to find a house soon and find someone to look after the kids. Your children feel the same way.

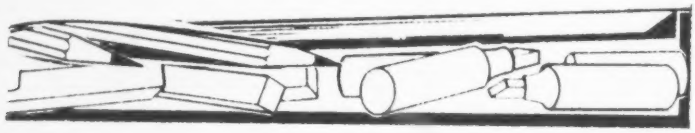
Talk to your children once a week or twice a week about school. Ask them what they are doing. Listen to what they say and because you know your children you will feel if they are confident or insecure at school.

Tell them that you know it is difficult and that you know they are doing their best.

Ask them to show you their art work. Tell them you like it very much and put it on the wall so all the family can see it.

Buy them second hand children's books, books with photos of animals. Buy them a map of the United States and put it on the wall and mark all the states and the capitals. This will help the big children too.

Buy all your children coloring books and crayons and ask them to color a drawing. Look to see if they start and finish that drawing. See if they color inside the lines. See how long they can sit and do that work before they lose interest.



Watch the difference between your children as they do this coloring work. Ask the children why they selected a special color. Listen to their explanation. This shows the children that what they are doing is important to you. It does not matter what language you use. Talking to them about their work is the important thing.

Go to the children's school to talk to their teachers. Ask a friend to go with you. Do this at least three times in a school year.

Go to the school when **you arrive in town** and the children are new in school. Go in **February** and in **April** when the teachers decide if your children are going to go to the next grade. The more the teacher knows you are interested in the education of your children the more chance your children have to pass to the next grade.

When you visit the teacher for the first time, say the following:

-I am (your child's name) mother or father.
-**We have** come back from (Texas, Michigan or Mexico)
-**My child is** quiet and he likes (anything he/she like to do)
-**He/she went** to (name of center he/she attended)
-**He/she has** (any illness like asthma).

-**Please tell me** how I can help my child. I have other older children that can help him too.
-**Please write down** what you want me to do, you name and the class. It does not matter if you cannot read English. The children or a friend can read it for you later.
-Give the teacher a paper with your complete name and the address to where she can write to you.
-**This is my name and address,** please write to me about my child. I work the same hours that the school is open and I cannot miss work. Thank you.

Do not take the child out of school so that you can go to visit family. Try to do this during the summer or during school vacation.

Have rules at home. For example:
When the children finish eating, they must take all the plates to the sink and clean the table. When the children play with toys, they must take them back to the place where they are kept. When the children become dirty, they must take a shower or wash their bodies.

Part 5

What do you need to register your children in the public school?

Birth Certificate of the child
Immunization Record
A physical examination certificate
Proof of address:
electricity bill
rent receipt

Part 6

What do you need to do so that your children can eat at school?

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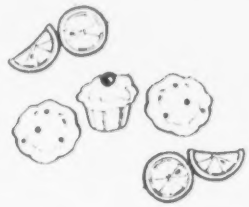
Fill this form the same day that the school sends it to you because the children cannot eat if you do not fill and send the form.
The first week of school, give your children money to pay for their lunch and breakfast. Tell the children to give this money to the teacher.

The teacher may want the children to eat **a snack** in the morning. Give the children fruit (bananas, oranges) and cookies to take to school.



Part Seven

What can you do to help the children get to school?

If you live less than two miles from the school, your children will need to walk.

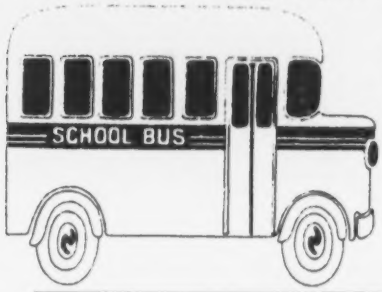
Walk with your children from you house or the babysitter's house to the school.

Teach them how to cross streets.

Ask your friends if they have children in the same school and tell your children to go with them.

Inside the school, **walk with your children** to the cafeteria and then to their classroom. Do this several times

If the children have to take a bus:



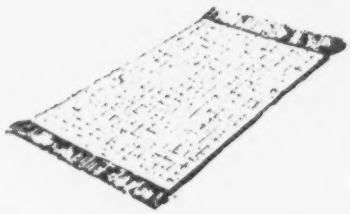
Ask during registration where the bus stops and at what time it gets there.

Always send the children with someone older to wait for the bus.

Part Eight

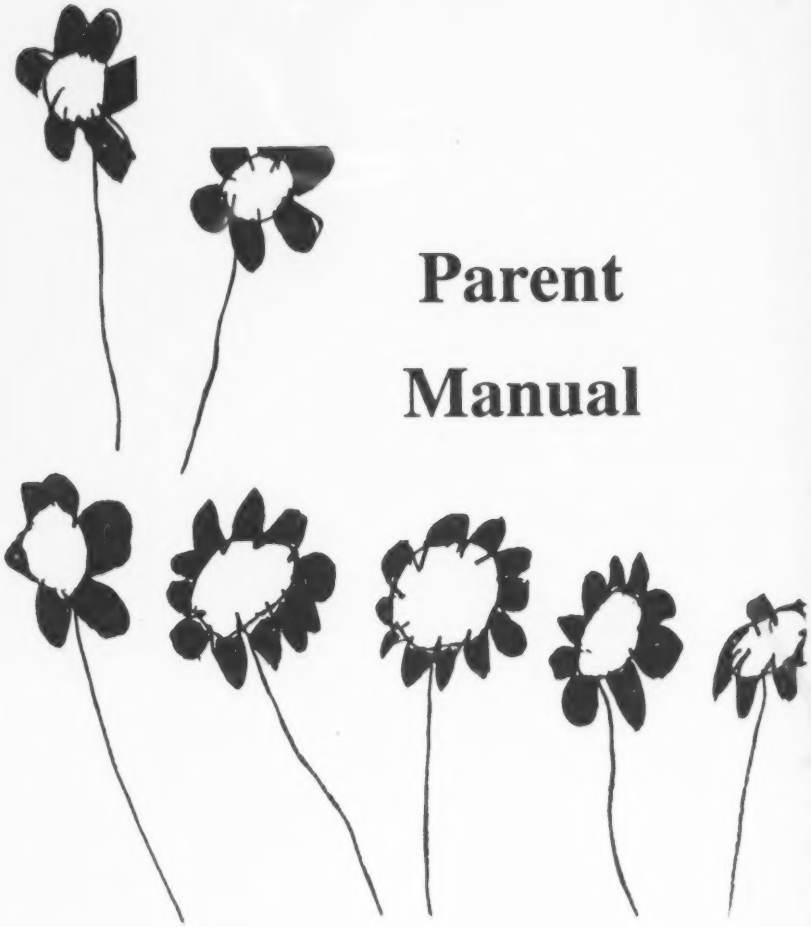
Nap Time in Kindergarten.

The teachers have the children sleep after lunch. **Get a small blanket** or a **bath towel** so that your children can put it on the floor and sleep on it.



I am sure you feel that it was much easier when you were little and went to school yourself. But, you see, someone was there with you! Be that "someone" for your children.

Transition of Migrant Head Start Students Into Public Schools



Parent Manual

East Coast Migrant Head Start Project

1990

BEST COPY AVAILABL

TRANSITION OF MIGRANT HEAD START STUDENTS INTO PUBLIC SCHOOLS

Parent Manual

A Guide For Parents Whose Children Are Entering Into Public School

Written and Compiled
by
Patricia Poblete
Program Administrator

East Coast Migrant Head Start Project
Florida Branch

East Coast Migrant Head Start Project
4200 Wilson Boulevard, Suite 740
Arlington, Virginia 22203
1990

Production of these materials has been supported by Federal grant #90-CD-0603 from the Department of Health and Human Services Administration for Children, Youth and Families, Head Start Bureau.

Conclusions and findings represented herein are those of the author and are not necessarily the views of the funding agency.

Preface

It is with great pleasure that I share the results and findings of this grant "Transition of Migrant Head Start Children into the Public Schools" with you.

In the Spring of 1986, Dodie Livingston, then Commissioner of the Administration for Children, Youth and Families, Office of Human Development Services, Department of Health and Human Services announced the National Initiative on Transition from Preschool to Elementary School. This effort is part and fruit of that initiative.

Migrant families have always been very close to my heart. I have great respect for their chosen way of life and admiration for their courage in the face of harsh working and living conditions.

In my sixteen years of working with Migrant Head Start, I have come to recognize the powerful force that the migrant family unit represents and how it shapes the lives and destinies of all its members. This is why I am proud to have been involved in the development of a model to help parents become partners in the education of their children.

My hope is that these findings are seeds sown on fertile soil and that they grow to shade the path of present and future generations of migrant families and their children.

I would like to acknowledge the invaluable contribution of Patricia Poblete for the conceptualization, implementation and management of this grant.

Sr. Geraldine O'Brien
Executive Director

Acknowledgements

We acknowledge with deep gratitude the cooperation of the families and children who participated in this three year project. They, with characteristic openheartedness allowed us in their homes, candidly answered our questions and participated enthusiastically and responsibly in the home tutorials despite many setbacks, physical discomfort and their long hours of work in the fields.

We also acknowledge the cooperation of the St. Lucie Public Schools, their officials and teachers who accepted us in their classrooms for observations, visits and follow-up on the children.

For the sustained effort that kept this project alive and strong, we thank the staff of the East Coast Migrant Head Start Project Ft. Pierce Center and our tutors - truly dedicated professionals. To all, we express our appreciation.

The artists whose work is illustrated in these manuals are George Gil, age 4; Milo Homelien, age 5; Tamy Joseph, age 4; and Sandra Cruz, age 5.

INTRODUCTION

In 1987, East Coast Migrant Head Start Project was awarded a grant to implement a pilot program to facilitate the transition of migrant Head Start students into the Public Schools. We wanted to achieve three major goals:

To involve parents in the education of their children by having them work with a tutor during weekly home tutorials.

To build a process to establish cooperation between the Public Schools who would be receiving the children, the parents and our Head Start Center staff.

To enable the parents to understand the process of transition into kindergarten, to use it, and to be advocates for their children.

This Manual is dedicated to every Mother and Father who have children who will be entering kindergarten.

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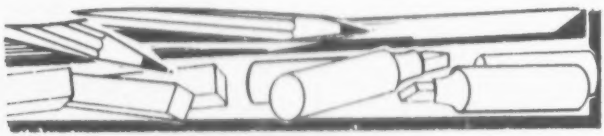

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Teach them how to cross streets.

Ask your friends if they have children in the same school and tell your children to go with them.

Inside the school, **walk with your children** to the cafeteria and then to their classroom. Do this several times until the children remember. Write on a piece of paper the name and the class of your children. They can show that to someone in the school if they get lost.

If the children have to take **a bus:**

Ask during registration where the bus stops and at what time it gets there.

Always **send the children with someone older** to wait for the bus.

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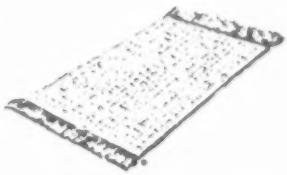
Nap Time in Kindergarten.

The teachers have the children sleep after lunch. **Get a small blanket** or a **bath towel** so that your children can put it on the floor and sleep on it.



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TRANSICION DE ESTUDIANTES MIGRANTES DE HEAD START A LAS ESCUELAS PUBLICAS

MANUAL DE PADRES

GUIA PARA PADRES CUYOS HIJOS ESTAN ENTRANDO A LA ESCUELA PUBLICA

Escrito y Recopilado
por
Patricia Poblete
Administradora del Programa

East Coast Migrant Head Start Project
Florida Branch

East Coast Migrant Head Start Project
4200 Wilson Boulevard, Suite 740
Arlington, Virginia 22203
1990

La producción de este material fue financiada por la propuesta Federal #90-CD-0603 del Departamento de Salúd y Servicios Humanos, Administración para Niños, Juventud y Familias, Oficina de Head Start.

Las conclusiones y los resultados aquí expuestos son de la sóla responsabilidad del autor y no necesariamente representan las opiniones de la entidad financiadora.

Prefacio

Me causa un gran placer hacer público los resultados de la propuesta "La Transición de Estudiantes Migrantes de Head Start a las Escuelas Públicas."

En la Primavera de 1986, Dodie Livingston quien entonces ocupaba el puesto de Comisionado de la Administración de Niños, Juventud y Familias, Oficina de Servicios de Desarrollo Humano, del Departamento de Salud y de Servicios Humanos inaguró la Iniciativa Nacional de Transición de la Pre-escuela a la Escuela Elemental. Este esfuerzo es parte y fruto de esa iniciativa.

Las familias migrantes han estado siempre muy cerca de mi corazón. Siento gran respeto por el tipo de vida que han elegido vivir y admiración por la entereza con que enfrentan condiciones duras tanto de trabajo como de vivienda.

Durante los diez y seis anõs que he trabajado con el programa de Head Start para migrantes, he llegado a apreciar la fuerza poderosa que es la unidad familiar y como esta influencia las vidas y los destinos de sus miembros.

Es esta la razón por la cual me siento orgullosa de haber estado envuelta en el desarrollo de un programa que presenta un modelo para ayudar a los padres a ser co-participes en la educación de sus hijos.

My esperanza es que los resultados de este esfuerzo sean semillas en un terreno fértil y que crezcan y den sombra al camino de las generacions actuales y futuras de familias migrantes y de sus hijos.

Sr. Geraldine O'Brien
Director Ejecutivo

Reconocimiento

Reconocemos con profunda gratitud la cooperación de las familias y niños los cuales participaron en este proyecto de tres años. Estas con su característico corazón abierto nos permitieron en sus hogares, candidamente contestaron nuestras preguntas y participaron entusiastamente y responsablemente en las tutorías en las casas a pesar de muchos reveses, incomodidades físicas y sus largas horas de trabajo en el campo.

Tambien reconocemos la cooperación de la Escuela Pùblica de St. Lucie, sus administradores y maestras quienes nos aceptaron en sus salones para observación, visita y seguimiento de los niños.

Agradecemos a los empleados de East Coast Migrant Head Start Project del centro de Fort Pierce y a nuestros Tutores, profesionales ciertamente dedicados, por el esfuerzo sostenido el cual mantuvo este proyecto fuerte y activo. Para todos nuestro agradecieminto.

Los artistas cuyos dibujos ilustran estas publicaciones son: George Gil, 4 años; Milo Homelien, 5 años; Tamy Joseph, 4 años y Sandra Cruz, 5 años.

Traducido por Gladys Hernandez.

INTRODUCCION

En 1987, a East Coast Migrant Head Start Project **se le otorgò** una propuesta para la creaciòn de un proyecto piloto **con el fin** de facilitar la transiciòn de estudiantes migrantes **de Head Start** a las escuelas pùblicas. Nosotros queriamos alcanzar **tres metas:**

Envolver a los padres en la educación de sus niños trabajando conjuntamente con un tutor durante tutoriales semanales en los hogares.

Construir un proceso para establecer cooperación entre las escuelas públicas las cuales reciben a los niños, los padres y nuestros empleados de Head Start.

Facilitarle a los padres el entender el proceso de transición hacia el kindergarden, para utilizarlo, y para ser defensores de sus niños.

Este Manual esta dedicado a cada Madre y Padre que tiene niños los cuales entraran al kindergarden.

Parte 1

¿Es kindergarden diferente a Head Start?

Kindergarden **es diferente** a Head Start en las siguientes maneras:

* Grupos grandes
* Una maestra
* No se habla español, ni creole en el salon de clases
* Los niños deben obedecer reglas de conducta
* Los niños comen en la cafeteria con muchos otros niños
* La maestra esperan que los niños:

Se sienten en las sillas en las mesas.
Hagan el trabajo en silencio.
Empiecen y terminen el trabajo.
Pongan atención a su trabajo desde el principio hasta el fin.
Recojan las cosas y limpien el lugar de trabajo.
Sean responsables de sus cosas como crayones y lapices.
Aprendan a escribir sus nombres usando mayúscula y letras pequeñas.
Puedan contar en inglés.
Usen ropa limpia y se bañen todos los días.

Parte 2

¿Que tienen que hacer sus niños
para enfrentar estas diferencias?

Sus niños, asi como usted, tienen que aprender a **trabajar con muchos niños diferentes.** Algunos niños pueden no haber ido nunca a una escuela. Otros pueden hablar solamente inglés o creole.

Sus niños tienen que aprender **como la maestra espera que las cosas sean hechas** en el salon de clase. Cuando ellos pueden hablar, a quien y en que lenguaje. Sus niños deben **aprender donde esta su salon de clases** en la escuela grande.

Sus niños deben **aprender a no perder el autobus** en la mañana. Sus niños deben **aprender las reglas** de manera que ellos no se vean en probiemas. Para eso ellos **deben entender inglés.**

Sus niños deben aprender **a mirar a la maestra a los ojos** cuando ella les hable a ellos.

Parte 3

¿Es la transición de Head Start a la escuela primaria mas difícil para los niños migrantes?

Es mas difícil porque sus niños **empiezan el año escolar tarde.** Cuando sus niños llegan, todos los otros niños estan familiarizados con la reglas de la escuela, donde ir y que hacer. Todos los otros niños se conocen unos a otros.

Sus niños tienen que empezar a conocer, a confiar en la maestra y mas importante aun la maestra necesita conocer las abilidades y conocimientos de sus niños. Debido a su trabajo, usted y su familia pueden mudarse a diferentes lugares en una temporada. Esto significa que sus niños cambian la ruta del autobús o pueden cambiar de escuela.

Sus niños pueden no hablar inglés en el hogar. En la escuela las maestras sólo hablan inglés.

Sus niños pueden perder días de clases porque usted decidió llevarlos a visitar a la familia durante el año escolar.

Parte 4

¿Que puede usted hacer para ayudar a sus niños?

Saber que **no** es facil para los niños.

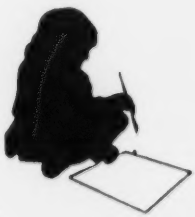
Piense como usted se siente cuando empieza a trabajar en un pueblo nuevo donde usted no conoce a nadie y usted necesita encontrar una casa pronto y alguien que le cuide a sus niños. Sus niños se sienten de la misma manera.

Háblele a los niños una o dos veces a la semana sobre la escuela. Preguntele que estan haciendo. **Escuche** lo que ellos digan y porque usted conoce a sus niños sentira si ellos estan confiados o inseguros en la escuela.

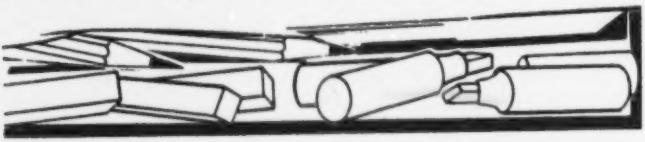
Dígales que usted sabe que es difícil y que usted sabe que ellos estan haciendo lo mejor que pueden.

Pídale que le muestren el trabajo de arte. Dígales que le gusta mucho y póngalo en la pared de manera que toda la familia pueda verlo.

Cómpreles libros de segundas manos, libros con fotos de animales. Cómpreles un mapa de los Estados Unidos y pongalo en la pared y marque todos los estados y sus capitales. Esto ayudara a los niños grandes tambien.



Cómpreles a todos sus niños libros de pintar y crayones y pídales que coloreen dibujos. Fíjese si empiezan y terminan el dibujo. Mire si colorean dentro de las lineas. Vea por cuanto tiempo ellos se pueden sentar y hacer el trabajo sin antes perder el interés.



Observe las diferencias entre sus niños mientras ellos hacen trabajo coloreando. Pregúntele a los niños por que seleccionaron un color especial. Escuche sus explicaciones. Esto muestra a los niños que lo que ellos estan haciendo es importante para usted. No importa que lenguaje usted usa. Hablar con ellos acerca de sus trabajos es lo importante.

Vaya a la escuela de los niños a hablar con sus maestros. Pídale a un amigo que vaya con usted. Haga esto, por lo menos tres veces en el año escolar.

Vaya cuando usted llegue al pueblo y los niños son nuevos en la escuela, en Febrero y en Abril cuando las maestras deciden si sus niños va a pasar al siguiente grado. Mientras mas la maestra vea que usted esta interesado en la educación de sus niños mayor es la posibilidad de que sus niños pasen al siguiente grado.

Cuando visite a la maestra por primera vez diga lo siguiente:

-**Yo soy** el padre o la madre de (nombre de su niño/niña).
-**Venimos** de (Tejas, Michigan, o Méjico).
-**Mi hijo o hija es** callado y le gusta (cualquier cosa que a él o ella le guste hacer).
-**El/ella** fué a (nombre del centro al que él/ella asistio).
-**El/ella** tiene (cualquier enfermedad como asma).

-**Por favor** dígame como puedo yo ayudar a mi hijo o hija. Yo tengo otros niños mayores que tambien los pueden ayudar.
-**Por favor** escríbame lo que usted desea que yo haga, su nombre y la clase. No importa su usted no puede leer inglés, los niños o sus amigos puede leerselo mas tarde.
-**Entrégele** un papel a la maestra con su nombre completo y la dirección a la cual ella puede escribirle a usted.
-**Este es mi nombre y dirección,** por favor escríbame acerca de mi hijos. Yo trabajo las mismas horas que la escuela esta abierta y no puedo perder trabajo. Gracias.

No saque a sus niños de la escuela para que usted visite a su familia. Trate de hacer esto durante el verano o durante las vacaciones de la escuela.

Tenga reglas en el hogar. Por ejemplo:

Cuando el niño termine de comer, debe recoger todos los platos y limpiar la mesa. Cuando el niño juega con sus juguetes, deben recogerlos y ponerlos en el lugar donde los guardan. Cuando se ensucien deben darse un baño o limpiarse.

Parte 5

¿Que necesita usted para registrar a sus niños en la escuela publica?

Certificado de Nacimiento del Niño
Registro de Inmunizacion
Certificado de exámenes físicos
Prueba de la dirección residencial:
Factura de electricidad
Recibo de Renta

Parte 6

¿Que necesita usted hacer para que sus hijos coman en la escuela?

La escuela tiene precios **reducidos o gratis** para que los niños **almuerzen o desayunen.**

Complete una forma de USDA y muestre cuanto dinero usted recibe de paga.

Complete la forma el mismo día que se la envian de la escuela, porque los niños no pueden comer en la escuela si usted no llena y envia la forma.

La primera semana de escuela, dele dinero a su niño para pagar por el almuerzo y desayuno. Digale a sus niños que le entreguen el dinero a la maestra.

La maestra puede querer que los niños coman una **merienda** en la mañana. Déle a los niños frutas (guineos, naranjas) y galletitas para llevar a la escuela.

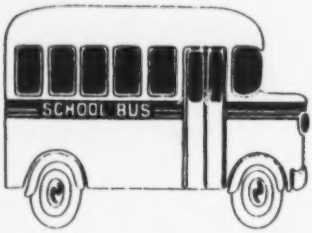
Parte 7

¿Que puede usted hacer para ayudar a los niños a llegar a la escuela?

Si usted vive menos de dos millas de la escuela, sus niños van a tener que caminar.

Camine con su niño de su casa o de la casa de la niñera hasta la escuela.
Enséñeles como cruzar las calles.
Pregunte a sus amigos si tienen niños en la misma escuela y dígale a sus niños que se vayan con ellos.
Dentro de la escuela, **camine** con sus hijos a la cafeteria y luego al salón de clases. Haga esto varias veces hasta que los niños recuerden. Escriba en un pedazo de papél el nombre y la clase de su niño. Ellos pueden mostrarlo a alguien en la escuela en caso de que se pierdan.

Si los niños tienen que tomar el **autobús:**

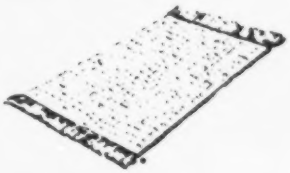


Pregunte durante la registración donde se para el autobus y a que hora llega. Siempre **envie** los niños con alguien mayor a esperar el autobús.

Parte 8

Tiempo de la siesta en kindergarden

Las maestras ponen los niños a dormir despues del medio día. **Lleve** una **pequeña frisa** o una **toalla de baño** de manera que sus niños puedan ponerla en el piso y dormir en ella.



Estoy segura que ustedes sienten que fue mas facil cuando ustedes eran pequeños y fueron a la escuela. Pero, se recuerda, **alguien** estuvo allí con usted. Sea ese **"alguien"** para sus niños.

TRANSITION DE EMIGRAN HEAD START
ELEVE LAN L'ÉCOL PUBLIC

LIV DES PAREN

GID POU PAREN KI GIN TI MOUNE KI PRAL
ENTRÉ LAN L'ÉCOL PUBLIC

Ecri é assemblé
pa
Patricia Poblete
Administrate program lan

East Coast Migrant Head Start Project
Branch Florida

East Coast Migrant Head Start Project
4200 Wilson Boulevard, Suite 740
Artlington, Virginia 22203
1990

Matériel ki fê liv sa té supoté pa Fédéral l'agen #%0-CD-0603, sé Depatman HHS, Administratyon pou ti Moune, Jenessee e Fanmi, Head Start Biro.

Toute conclusion e toute rechesh ki lan liv sa, se moune ki éri liv lan ki métè yo, sa pa vlé di ke sé sa agence Head Start vlé di.

Preface

Sé avek gran plézi ke map patagé resulta e dékouvet projê yo rélé "Transityon de Migrant Head Start It Moune ki pral lan L'écol Public" avec ou.

Lê printan 1986, Dodie Livingston, e pi Commisyon Administrasyon ti Moune, Jenesse e Toute Fanmi, Buro de Developman, HHS, tóute biro sa yo anonsé ké pral ginyin ou bel program pou ti moune ki pral entré lan l'ecol elémentê. Toute efo sa fet paské toute moune te vlé li fêt.

Moin apresié toute fanmi tap travay lan chan. Moin ginyin gro respê pou yo é en pil admiration pou courage yo ginyin pou travay di kon sa. Lan toute 16 ané m'ap travay avek Head Start Program lan, moun dekouvri ke toute fanmi tap travay lan chan representé ou gro foss' ki dirijé toute vi e toute destiné memb' toute emigran fanmi sa.

Sé pou têt sa moin ginyin an pil fiêté ké moin té you model pou édé toute paren entré lan edikatyon ti moune li.

Espoi moin se pou you jou toute sa moin plante kap bien grandi é sa a vini créé ou bel génération demain de toute fanmi tap travay lan chan é toute ti moune yo.

Sr. Geraldine O'Brien
Directe Exekutiv

Remesiman

Nou remêsié en toute sincérité toute fanmi é toute timoune ki té paticipé lan cooperatyon troi ané proje sa. Toute fanmi sa té kité nou vini la kay yo, répon' toute kestyon nou te ginyin é yo te paticipe avek an pil chalê é yo te d'ako pou moune té vini enséyé yo la kay yo en depi de toute fatig, incomodité é toute longê jouné travay yo sot fè lan chan.

Nou remecié tou coopératyon l'ecol public St. Lucie avek toute profesé yo ki te acepté nou lan sal de class yo pou obsêvé e palé avek ti moune yo.

Pou toute gran éfo ki kinbé projê sa vivan é en force jodi an, nou remecié toute employé East Coast Migrant Head Start Project Ft. Pierce é toute monite nou yo - en vérité sé gran profésionel yo yé. Pou toute moune Gran Mési.

Tradui pa Madeleine Denis.

INTRODUCTION

Lan ané 1987, East Coast Migrant Head Start Project te ginyin gouvenman l'agen ba li pou établi you program ki kapab fasilité transityon élév émigran pou entre lan l'écoi public. Nou te vlé realizé troi gro objectifs:

Pou nou inclu paren yo lan edikatyon ti moune li yo; se kon sa yo te ginyin monite ki vini travay la kay yo chak semen.

Pou nou bati ou plan pou nou établi you coopératyon ent' l'ecol public yo ki pral recevoi ti moune yo, paren yo é toute moune tap travay pou Head Start Center.

Pou nou pemet paren comprann plan ki établi pou rentré ti moune yo lan l'écol public, pou paren sa utilizé plan sa, é pou yo sa kapab représante ti moune yo.

Yo dédicasé liv sa a toute manman e papa ki ginyin ti moune ki pral entre lan l'écol (jadin d'enfan).

Pati 1

Eske jadin d'enfant diferan lan Head Start?

Jadin **d'enfan diferan** lan Head Start lan fason sa yo:

* Ou gro group
* You sel profésé
* Ni pangnol, ni créole pa pale lan class yo
* Ti moune yo fet pou obei regleman de conduite
* Ti moune yo manjé lan caféteria avek en pil lot ti moune
* Profésé a espéré ke ti moune yo:

Chita lan chêze yo sou tab.
Fê travay to an silence.
Commansé é fini travay yo di comansman a la fin.
Ranjé toute afê yo é nétoyé place koté yo tap travay lan.
Suvégné afê yo kon kou crayon e crayon coulê'l yo.
Apran écri non yo avek gro let é ti let.
Conté en Anglê.
Métê rad propre sou yo.
Lavé ko yo chak jou.

Pati 2

Ki sa pou ti moune fe pou fe face a toute diferanse sa yo?

Ti moune ou, kon kou ou minm, fet pou apran **travay avek toute kalite ti moune.** Gin en pil lan ti moune sa yo ki kab pa janm ale l'écol avan. An pil la dan yo ka pale selman Creole ou bien Anglê.

Ti moune yo fet pou apran' **kijan profésé espere ginyin toute bagay** bien fet lan sal dé class lan. Lê ti moune gin pou palé, avek ki moune yo vlé palé é lan ki langue yo vlé palé.

Ti moune ou fet pou connin ki koté **class yo yé lan gro l'écol sa.**

Ti moune ou fet pou apran' pou yo pa **manke autobus lan le matin.**

Ti moune fet pou apran' **toute règle de discipline** pou yo sa pa gin problem. Pou sa, yo fet pou **conpran' Anglê.**

Ti moune ou fet pou apran' **gadé profésé lan je** lê profésé apé palé avek li.

Pati 3

Eske transityon de Head Start pou ale l'écol prime pi difisil pou ti moune paren ape travay lan chan?

Sa pi difisil pou ti moune yo paské ti moune yo comanse l'écol you ane en reta. Lê ti moune pa ou vini lan l'écol sa, toute lot ti moune ki la yo deja fini familie avek toute regleman l'ecol lan, ki koté pou yo alé, é sa pou yo fê. Toute lot ti moune fê conesanse déja.

Ti moune ou an kounie an pral apran'ki jan profésê an yé é ki jan li pral fê kroê lan li é sé ki pi importan enko, profésê besoin konnin sa ti moune ka fê é conésanse ti moune ou yo.

A coze de travay ou, ou ka besoin alé lan ou lot payi. Sa vlé di ké ti moune ou ka bezoin chanjé bus l'écol é chanjé l'écol tou.

Ti moune yo ka pakab palé Anglê la kay yo. Lan l'écol lan, sé Angle selman profésê an palé.

Ti moune yo ka manké l'écol paské ou décidé minnin yo alé visité lot fanmi pendan l'écol lan apé fonctioné.

Pati 4

Ki sa ou ka fe pou ede ti moune ou?

Sé pou konnin ke en rien pa fasil pou ti moune lan.

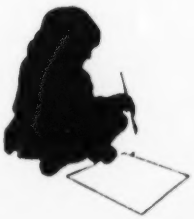
Sé pou pensé ki jan ou senti ou le ou fet commanse lan ou nouvo travay lan ou lot payi ou kote ké ou pa konnin pêson é ou besoin ou kay pou rété é pou shashé ou moune pou veillé ti moune yo. Ti moune senti minm bagay la avek ou.

Sé pou ka palé avek ti moune ou chak semen ou bien de foi pa semen de l'écol. Mande yo sa ya pe fe. Kouté yo sa yapé répon' ou é paské ou konnin ti moune ou yo, ou ka compren' si yo senti yo bien ou bien yo pa senti yo bien lan l'ecol lan.

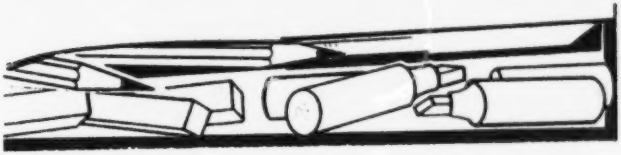
Sé pou di ti moune ou yo ké li difisil pou yo é ké yap fé toute éfô yo lan l'éol lan.

Mandé yo pou yo montré travay ke yo fe. Di yo ké ou rinmin travay an pil é kolé sou mi la kay ou pou toute la fanmi ka ouê li.

Asheté liv pou ti moune yo, liv avek imaje animal la dan. Asehté you cate des "Eta Uni" pou yo. Plassé cate sa sou you mu lan kay lan é maké toute éta avek capital yo. Sa ka édé gran ti moune yo tou.



Asehté liv an coulê pou ti moune yo avek crayon coulé e mandé yo pou yo coloré dessin yo. Gadé si yo coloré en dedan dessin an o lié yo coloré en deyor. Gadé lê yo comansé é lê yo fini fê dessin yo.



Gadé yo pou ouê conbien tan yo shita pou fê travay sa avan ké yo di yo fatige. Obsévê diférense ti moune yo lê yap fê dessin sa. Mandé yo pou ki sa yo shoizi coulê sa. Tandé sa yap di ou. Sa montré ti moune yo ke sa yapé fê la impotan pou ou tou. Ou ka palé Anglê ou bien Creóle lê yap fe travay sa. Palé avek you de travay yap fê la kounie an, sé sa ki pi impotan.

Alé lan l'ecol ti moune yo pou palé avek profésê a. Mandé ou zanmi ale avek ou. Ou ka alé lan l'ecol troi foi lan ané an.

Alé lan l'écol lan lê ti moune fêk rivé lan payi koté ou alé an, lê ti moune pral entré l'ecol en **Fevrié** é **Avril,** lê profésé pral décidé si timoune ka alé lan ou lot class ané tap vini an. Dé pi profésé ouê ké ou intérésé lan édikatyon ti moune yo, ti moune yo gin plis chance pou li pasé pou lan you lot class.

Lê ou vini ouê profésé a prémié foi, min sa pou di li:

-**Moin** (non pitit ou an) manman ou bien papa)
-**Nou fek soti** lan pay (Texas, Michigan ou bien Mexico)
-**Pitit moin an** trankil é min sa li rinmin (bagay ké ti moune lan rinmin fê)
-**Li ta alé lan** (l'écol koté ti moune nan té yé avan)
-**Li ginyin** (ninpote ki maladi konkou azma)

-**S'il vou plê,** ou ka di moiin ki jan pou moin édé pitit moin an. Moin ginyin gran ti moune ki kapab édé li tou.
-**S'il vou plê,** ou ka ékri pou moin ki sa ou vlé moin fê, non ou é class la.
Sa pa impotan ké ou ka li Anglê, ti moune ou an ou bien you zanmi ka li'l pou ou pi ta.
-**Ba** profésê ou papié avek toute non ou, adress ou, koté li ka expédié ou let pou ou.
-Sa sé non moin avek adress moin, s'il vou plé, ékri moin ékri moin pou'n palé'm de pitit moin an. Moin travay minm lê l'ecol la ouvri é moin pa kapab manké jou travay. Mêsi.

Pa rétiré ti moune l'écol pou alé visite paren. Essayé fê voyagé sa lê grand vacanse lé l'écol fêmin.

Sé pou gin rêgleman la kay ou tou. Pa examp':
Lê ti moune yo fini manjé, yo fêt pou yo pran plate yo fin manjé an, métê lan sink lan é nétoyé tab' kab, Ké ti moune yo fini joué avek jouet yo, sé pou yo métê jouet yo ou koté bien plasé. Lê ti moune lan sal, sé pou ou fê yo pran you bingn é lave kô yo.

Pati 5

Ki papié ou besoin pou sa inskri ti moune yo lan l'écol?

Acte de naissance ti moune nan
Toute **papié vacsin** ti moune nan
Ou papie dokté ki bay ti moune nan
you **examinatryon complê**
Papié ki montré **bon adress** ou
Electricité bil
Resu loyéé

Pati 6

Ki sa ou besoin fe pou pemet ti moune manje l'écol?

L'évcol lan ginyin manjé **gratuit ou bien a pri résonable** pou **lunch** e **déjéné** ti moune yo.

Sé pou **rempli** ou USDA papié é pou montré combien cob yo payé ou.

Sé pou **rempli** papié sa minm' jou l'écol la voyé'l pou ou paské

ti moune yo pap kapab manjé si ou pa rempli papié é voyé retounin l'écol lan.

Premié semen l'écol lan ouvri, bay ti moune yo l'agen pou yo sa payé pou manjé lunch e déjené. Di ti moune yo pou yo bay profésé an l'agen an.

Profésé ta bien rinmin ké ti moune yo **manjé ou bagay** vê di zê du matin. Bay ti moune frui (fig, zoranje) e couki poté lan l'écol lan.

Pati 7

Ki sa ou ka fe pou ti moune rive l'écol?

Si ou rété, poms dé de mil de l'écol lan, ti moune ka maché vini l'écol lan.

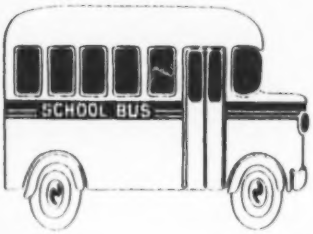
Mashe avek ti moune ou yo de la kay ou bien de kay babisitê lan a l'écol lan.

Apran ti moune yo ki jan pou yo travésé la ri yo.

Mandé zanmi yo si yo ginyin ti moune lan minm' l'écol lan e di ti moune ou yo alé avek yo.

Lê ou entré l'ecol, mashé avek ti moune ou yo lan cafétéria é alé lan class ti moune yo aprê. Fê sa pliziê foi pou ti moune yo sa sonjé route pou to fê. Ecri lan ou mosso papié non e class ti moune yo. Yo ka montré mosso papié sa lan l'ecol lan si yo pêdi.

Si ti moune ginyin pou yo pran **you bus:**

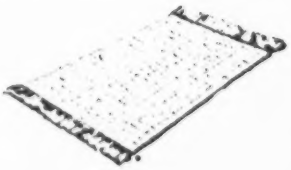


Mandé lê ouap inskri ti moune lan ki kotê bus yo rété pran ti moune é a ki lê bus lan la.

Toujou **voyé** ti moune yo avek ou moune pi gran ké yo kanpé rété tann' bus lan.

Pati 8

Profésé ap fê ti moune yo domi apré lê yo fini manje a midi. Voyé ou **ti blanket** ou bien ou **gro sêviet** pou ti moune nan sa mété li a té pou domi.



Moin pi croê ké ou senti sa té pi fasil lê ou minm' té ginyin pou alé l'écol lê ou té piti. Min, ou ouê, té ginyin ou moune avek ou lê sa! Sé pou représenté "moune sa" pou ti moune ou yo.